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ABSTRACT

This curriculum guide is divided into four sections. Section I outlines the courses, competency requirements, and procedures for high school graduation. Section II details planned course statements for all required courses in grades 9-12, and Section III details course statements for elective courses in grades 9-12. These course statements are arranged by subject area. Section IV details planned course statements for elective and required courses in grades 7-8. (CJ)

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ADAK REGION SCHOOLS
Secondary Curriculum Guide
Grades 7-12

Ja Jul 77
375p

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Credits

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JUL 29 1980

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Introduction

This curriculum guide is divided into four sections:

1. Section I outlines the course and competency requirements and procedures for high school graduation.
2. Section II details planned course statements for all required courses in grades 9-12.
3. Section III details planned course statements for elective courses in grades 9-12.
4. Section IV details planned course statements for required and elective courses in grades 7-8.

Planned course statements in both Section II and III are arranged by subject area.

HIGH SCHOOL GRADUATION REQUIREMENTS
ADAK REGION SCHOOLS
ADAK, ALASKA

INTRODUCTION

The Adak Region Schools will award a high school diploma to a student who meets two basic sets of requirements:

1. The completion of 22 units in required and elective courses (one unit = 130 course hours); and
2. The possession of a set of competencies designed to help the student function effectively in a variety of life roles.

The course and competency requirements are detailed below.

COURSE REQUIREMENTS

Language Arts - 4 Units

Required:	English I	American Literature (Grade 11)*
	English II	English Literature (Grade 12)*

Electives:
- Journalism (1 semester)
- Speech and Writing
- Creative Writing
- College Preparatory English

Social Studies - 3 Units

Required: Law, American Government, Sociology (Grades 11 or 12)

Electives:
- American Studies
- Economics and Psychology
- World Affairs

Mathematics - 2 Units

Required:

Mathematics I (required unless math competencies have been achieved and recorded)

Mathematics elective of choice (when Mathematics I is not required)

Personal Finance (Grades 11 or 12)

*Required unless competencies have been met.

Mathematics (con't)

Electives: Basic Algebra
Algebra I
Algebra II
Geometry
Contract Math

Science - 2 Units

Required: 1 semester (½ or ¼ unit) in Earth Science
1 semester (½ unit) in Health and Safety
1 year in Science elective of choice

Electives: Biology
Beach Studies
Chemistry or Physics
Human Sexuality (¼ unit)

Physical Education - 2 Units

Required: Physical Education I
Physical Education II

Home Economics and Industrial Education - 1 Unit

Required: House and Driver (Grades 10 or 11)

Electives: Home Economics I
Home Economics II
Furniture Construction
Architectural Drafting I

Business Education

Electives: Typing I
Typing II
Recordkeeping
Shorthand I
Office Practices/Office Machines (Grades 11 or 12)
Accounting I

Fine Arts

	Music	Art
Electives:	Chorus	Art I-IV
	Beginning Band	(4 year option)
	Advanced Band	Independent Contract Art
	Cultural Foundations	

Foreign Language

Electives: German I & II; Spanish I & II; French I & II;
Russian I & II; Contract Foreign Language

Other

Teacher Aide	(½ unit per sem.)	1 semester or longer
Library Aide	(½ unit per sem.)	1 semester or longer
Office Aide	(½ unit per sem.)	1 semester or longer
Cafeteria Aide	(½ unit per sem.)	1 semester or longer
Contract class	(units negotiated)	
Yearbook	(½ unit per sem.)	1 semester or longer
Co-operative Work Experience		(1 unit per period per year)

SUMMARY -- COURSE REQUIREMENTS

4 units in Language Arts
3 units in Social Studies
2 units in Mathematics
2 units in Science
2 units in Physical Education
1 unit in Home Economics - Industrial Education
8 units of electives

22 units to graduate

COMPETENCY REQUIREMENTS

The required courses listed above are designed to help students acquire a minimum set of competencies to help them function effectively in a variety of life roles. The elective courses are designed to deliver competencies beyond these minimums.

What follows is a list of the minimum competencies which every high school graduate will be expected to acquire, regardless of courses taken. Students who enter Bob Reeve High School after completing their sophomore year elsewhere may have certain course and competency requirements waived by the principal where that action seems appropriate.

STUDENT COMPETENCIES
ADAK REGION SCHOOL DISTRICT

The secondary school graduate of the Adak Region School District will possess competencies which permit him/her to function effectively in six life roles:

1. as an individual
2. as a learner
3. as a producer
4. as a consumer
5. as a citizen
6. as a family member

These competency goals and performance indicators should be regarded as minimum expectations for achievement to be met by all students. Most capable students will be expected to achieve well beyond the minimum competencies and will be encouraged to work up to their potential.

1. The Student as an Individual will be able to:

1.A. Read and write in English at a level which permits successful performance in the six life roles.

1.A.1. The student will fill out three standard job applications correctly and neatly using appropriate English grammar, spelling and legible handwriting.
Certified:_____________Date:_______

1.A.2. The student will write a business letter on an assigned topic using appropriate English grammar and spelling.
Certified:_____________Date:_______

1.A.3. The student will read a 200-word newspaper or magazine article in English and answer in writing four out of five factual recall questions correctly.
Certified:_____________Date:_______

1.B. Listen and speak in English at a level which permits successful performance in all six life roles.

1.B.1. The student will listen to an oral communication in English of five minutes or more and will recall or cite orally at least five specific details of the communication.
Certified:_____________Date:_______

1.B.2 Given oral directions in English for the completion of a task involving five or more steps, the student will complete the task correctly.
Certified:_____________Date:_______

1.B.3. The student will give oral directions in English necessary to the completion of a task so that a second person can follow the directions to complete the task.

Certified:____________Date:_______

1.B.4. In a simulated interview situation, the student will respond logically and to the point to the interviewer's oral questions in English.

Certified:____________Date:_______

1.C. Use basic mathematics processes at a level which permits successful performance in all six life roles.

1.C.1. The student will demonstrate ability to use math operations through percentage.

Certified:____________Date:_______

1.C.2. The student will estimate mentally answers within 15% accuracy to math problems involving two or more operations.

Certified:____________Date:_______

1.C.3. Given a solid object, the student will measure the dimensions in both English and metric measures.

Certified:____________Date:_______

1.C.4. Given a set of basic geometric shapes and objects, the student will calculate their perimeters, areas and volumes.

Certified:____________Date:_______

1.C.5. The student will interpret, read and construct the four basic types of mathematical graphs.

Certified:____________Date:_______

1.C.6. Given a mathematics word problem involving math operations through percentage, the student will solve the problem.

Certified:____________Date:_______

1.C.7. The student will accurately perform mathematics operations through percentage on an electronic calculator.

Certified:____________Date:_______

1.C.8. The student will identify in writing five common uses of computers.

Certified:____________Date:_______

1.D. Maintain a healthy mind and body.

1.D.1. Given a list of seven common drugs (e.g., tobacco, alcohol, aspirin, penicillin, marijuana, heroin) agreed to by staff and student, the student will cite orally at least one potentially harmful and one potentially helpful effect of each drug, consistent with effects described in medical literature.

Certified:____________ Date:_______

1.D.2. Given different emergency medial situations, the student will demonstrate appropriate standard first aid procedures.

Certified:____________ Date:_______

1.D.3. Given a list of thirty foods, the student will describe orally a daily menu which meets minimum nutritional standards.

Certified:____________ Date:_______

1.D.4. The student will develop and carry out an appropriate plan for maintaining personal physical fitness.

Certified:____________ Date:_______

1.D.5. The student will orally identify five or more factors which influence personal mental and physical health.

Certified:____________ Date:_______

1.D.6. The student will demonstrate personal physical fitness by showing average improvement on a pre-test/post-test physical fitness test.

Certified:____________ Date:_______

1.E. Perform or create in a medium of his/her choice.

1.E.1. The student will demonstrate the fundamentals of two lifetime leisure activities in sports, fine arts or crafts areas.

Certified:____________ Date:_______

2. The student as a Learner will be able to:

2.A. Learn independently.

2.A.1. The student will present evidence of having used appropriate learning resources for himself/herself in the community (e.g., persons with skills to teach, library resources, schools) and outside of the community.

Certified:____________ Date:_______

2.B. Set and follow through on short and long range personal learning goals.

2.B.1. The student will write a personal learning plan each day for a week, with time budgeted for a variety of learning activities of personal significance and will present evidence of follow through on the learning plan.

Certified:____________ Date:_______

2.B.2. The student will write a long range personal learning plan to achieve these competencies.
Certified:_____________Date:_______

2.C. Apply principles of inquiry used in physical and social sciences and reasoning and logic processes used in general problem solving activities.

2.C.1. When presented with a science or social science problem, the student will describe a method for generating alternative outcomes that is consistent with scientific methods.
Certified:_____________Date:_______

2.C.2. Given a description of a problem requiring a personal decision, the student will demonstrate decision making skills by:

(a) stating the nature of the problem to be solved and the desired outcomes

(b) describing alternatives orally

(c) choosing the most acceptable alternative

(d) describing orally necessary resources to meet specified objectives (time, money, etc.)

(e) describing ways to evaluate whether the proposed activities and actions are leading to the desired outcomes
Certified:_____________Date:_______

2.C.3. Given a topic, the student will use a library to find appropriate print and nonprint materials for his/her use.
Certified:_____________Date:_______

2.D. Identify propaganda techniques, especially as used in the mass media.

2.D.1. Given a variety of advertising examples, the student will distinguish orally between informational and motivational ads.
Certified:_____________Date:_______

2.D.2. Given literature regarding a current controversial issue, the student will identify orally the major points of opposition and specific techniques used to support/defend both sides of the issue.
Certified:_____________Date:_______

2.D.3. Given a variety of written sales presentations, the student will distinguish orally between informational and motivational presentations.
Certified:_____________Date:_______

3. The student as a Producer will be able to:

3.A. Understand his/her own capabilities, skills and interests and their relationship to tentative career choices.

3.A.1. The student will identify orally three personal interest areas based on a standard job interest identification instrument (such as Job-O or Kuder Vocational Interest Profile), and for each interest area, will identify three jobs in which she/he would be interested.
Certified:____________Date:_______

3.A.2. The student will identify his/her aptitudes and abilities in consultation with a staff member and identify orally a job cluster appropriate to his/her skills and abilities.
Certified:____________Date:_______

3.B. Locate job opportunities and establish criteria by which to evaluate job opportunities.

3.B.1. The student will identify orally three jobs in which he/she will be interested or qualified for upon graduation from high school and for each one, will identify orally entry level wage, fringe benefits, working conditions, training opportunities, including college, advancement opportunities and related lifestyle expectations.
Certified:____________Date:_______

3.B.2. The student will identify orally three sources to locate information about job opportunities.
Certified:____________Date:_______

3.C. Apply and interview for jobs.

3.C.1. In a real or simulated setting, the student will prepare a letter of application and a resumé for a job interview based on standards established by the guidance counselor.
Certified:____________Date:_______

3.C.2. In a real or simulated setting, the student will complete a job interview based on standards established by the guidance counselor.
Certified:____________Date:_______

3.D. Demonstrate minimum employability.

3.D.1. The student will present evidence (e.g., timesheets signed by an employer or products resulting from a job) of successfully holding an income-producing or volunteer job for a minimum of 50 hours.*
Certified:____________Date:_______

*This may include OJT, positions as teacher, cafeteria or library aides or similar jobs in school or on base.

4. The student as Consumer will be able to:

4.A. Use sources of information in making sound consumer purchase decisions for services (e.g., health care, insurance, repair and maintenance) and goods.

4.A.1. Given a product description of a typical purchase of consumer goods, the student will identify orally at least product performance and price.
Certified:____________ Date:________

4.A.2. Given a variety of case studies, the student will identify orally specific fraudulent or deceptive trade practices in consumer purchases and describe orally appropriate procedures for resolution of complaints about such practices.
Certified:____________ Date:________

4.B. Plan and make decisions about personal financial matters.

4.B.1. Given a hypothetical monthly income, the student will construct a monthly budget including amounts for housing, food, recreation, insurance, savings which meets standards in the Personal Finance Course Guide.
Certified:____________ Date:________

4.B.2. Given a number of real life purchasing situations, the student will select the least expensive source of credit by computing the dollar cost of each.
Certified:____________ Date:________

4.B.3. In a simulated series of entries, the student will maintain a correct balance in a checkbook over ten withdrawals interspersed among three deposits.
Certified:____________ Date:________

4.B.4. Given a simulated bank statement, the student will reconcile the bank statement with the checkbook entries described in 4.B.3. above.
Certified:____________ Date:________

4.B.5. Given a description of a variety of investment options (e.g., bank savings, permanent life insurance, stocks, bonds, real estate) the student will identify one advantage and one disadvantage for each investment option.
Certified:____________ Date:________

4.B.6. Given a simulated paycheck stub, the student will identify orally three or more payroll deductions by function and will identify take-home pay as spendable income.
Certified:____________ Date:________

4.C. Understand various kinds of taxes and his/her role as a taxpayer.

4.C.1. For each of the following types of taxes, the student will describe orally the major source of revenue, major use of tax funds collected and method of collection/payment: federal tax, state tax, city tax, sales tax, property tax, income tax and personal property tax.
Certified:____________ Date:________

4.C.2. Given data on a hypothetical family income and expenses, the student will correctly prepare federal and state income tax returns.
Certified:____________ Date:________

5. The student as Citizen will be able to:

5.A. Identify the needs of a community and determine how he/she can contribute to meeting those needs.

5.A.1. The student will identify orally such community needs as housing, health care, utilities, sanitation, etc., and describe how these needs are met or not met in Adak and other selected civilian communities.

5.A.2. Given a list of community activities and personal activities, the student will identify orally those which benefit the community and those which are detrimental to the community.
Certified:____________ Date:________

5.B. Use governmental and other public agencies responsible for servicing individual and community needs.

5.B.1. Given a list of governmental agencies, the student will draw a simple chart illustrating the three branches of national, state or local government and will place agencies in their appropriate positions on the chart.
Certified:____________ Date:________

5.B.2. Given a list of problems or concerns and a list of governmental agencies, the student will select the correct agency or agencies to deal with each problem.
Certified:____________ Date:________

5.B.3. Given a problem or concern of the student's choice, the student will write a letter about that problem or concern to a state or federal official.
Certified:____________ Date:_____

5.C. Influence the governance of the community, state and nation through participation in elections, public hearings and other channels of communication available to the public.

5.C.1. In a real or simulated election, the student will have registered to vote and will demonstrate correct use of a sample ballot.

Certified:____________Date:________

5.C.2. The student will attend a public meeting at a local governmental unit (e.g., school board, school advisory committee) and will report orally or in writing on one issue dealt with at the meeting to the satisfaction of a staff member.

Certified:____________Date:________

5.C.3. Given a real or hypothetical consumer concern, the student will write to appropriate agencies about the problem.

Certified:____________Date:_____

5.D. Understand his/her civil rights and general responsibilities under the legal system.

5.D.1. Given a real or hypothetical case involving a violation of the law, the student will describe orally his/her civil rights and responsibilities and will identify appropriate procedures for fulfilling those responsibilities and for dealing with violations of those rights.

Certified:____________Date:_______

5.D.2. In a simulated trial, the student will demonstrate understanding of courtroom procedures and jury duty.

Certified:____________Date:_______

5.D.3. From a list of 20 legal and illegal actions, the student will identify the illegal actions with 85% accuracy.

Certified:____________Date:_______

5.E. Operate motor vehicles safely and responsibly.

5.E.1. The student will have obtained a driver's license (with parental consent) OR have passed a written license test without actually having obtained a license.

Certified:____________Date:_______

5.F. Function as a responsible steward of the environment.

5.F.1. Given data on subsurface mineral content, fish, wildlife habitation and current human use of a particular area in Alaska, the student will orally identify five issues involved in the ecologically sound use of the land area.

Certified:____________Date:_______

5.F.2. Given data on a local pollution problem (e.g., solid waste disposal, litter, sewage disposal), the student will identify two solutions involving his/her personal action and two solutions involving group action.
Certified:_____________ Date:_______

6. The student as a Family Member will be able to:

6.A. Relate to peers, parents and older adults in a way that reflects understanding and consideration.

6.A.1. Given a supportable value, belief or position different from his/her own, the student will list orally reasons why a person might understandably and legitimately hold that attitude or belief.
Certified:_____________ Date:_______

6.A.2. In a situation requiring the interaction of a group in order to solve an assigned problem, the student will participate in the group process in a manner that demonstrates concern for the well-being and dignity of others.
Certified:_____________ Date:_______

6.B. Relate to young children in a way that reflects understanding and consideration.

6.B.1. When given the age of a child, the student will describe orally the major physical and psychological development tasks of the age group.
Certified:_____________ Date:_______

6.B.2. The student will describe orally at least five physical needs and five psychological needs of a child which must be provided by parents or surrogate parents.
Certified:_____________ Date:_______

6.C. Assume responsibility for and carry out everyday family tasks.

6.C.1. The student will describe orally ten family tasks which contribute to the maintenance of family health and safety.
Certified:_____________ Date:_______

6.C.2. The student will describe orally ten tasks which relate to routine household maintenance.
Certified:_____________ Date:_______

6.C.3. The student will describe orally ten tasks which relate to routine vehicle maintenance.
Certified:_____________ Date:_______

6.C.4. In each group of ten tasks described in 6.C.1., 6.C.2., and 6.C.3. above, the student will select and perform eight of the tasks (24 total) in a manner which conforms to accepted health, safety and maintenance standards.

Certified:_____________Date:_______

ADAK REGION SCHOOLS

COURSE-COMPETENCY SUMMARY

NOTE: This summary displays all of the required courses and the competencies addressed in each of the required courses. Competency numbers refer to the Adak Region Schools Student Competencies.

COURSE TITLE	COMPETENCIES ADDRESSED
English I English II American Literature English Literature	1A1, 1A2, 1A3, 1B1, 1B2, 1B3, 1B4, 2A1, 2B1 2B2, 2C3, 3A1, 3A2, 3B1, 3B2, 3C1, 3C2 1E1 (for both Eng. Lit. and Amer. Lit.)
Law, Government & Sociology	4C1, 4C2, 5A1, 5A2, 5B1, 5B2, 5B3, 5C1, 5C2 5C3, 5D1, 5D2, 5D3
Mathematics I Personal Finance	1C1, 1C2, 1C3, 1C4, 1C5, 1C6, 1C7, 1C8 2D1, 2D2, 2D3, 4A1, 4A2, 4B1, 4B2, 4B3, 4B4, 4B5, 4B6, 4C1, 4C2, 5C3
Earth Science Health and Safety	2B2, 5F1, 5F2 1D1, 1D2, 1D3, 1D4, 1D5, 2C2, 6A1, 6A2, 6B1, 6B2
Physical Education I Physical Education II	1D4, 1D5, 1D6, 1E1 1D4, 1D5, 1D6, 1E1
House and Driver	5E1, 6C1, 6C2, 6C3, 6C4
Cultural Foundations in Art and Music	1E1

ADAK REGION SCHOOLS

STUDENT TRANSCRIPT

STUDENT NAME ________________________________

COURSES TAKEN	NUMBER OF UNITS	LETTER GRADE	COMP. DATE
LANGUAGE ARTS (4 units)			
English I (req)	1		
English II (req)	1		
Amer. Lit. (req)*	1		
English Lit. (req)*	1		
SOCIAL STUDIES ([illegible] units)			
Law, Govt., Soc. (req)	1		
	1		
	1		
MATHEMATICS (2 units)			
Math I (req)*	1		
Personal Finance (req)	1		
SCIENCE (2 units)			
Earth Science (req)*	½ or ½		
Health & Safety (req)	½		
PHYSICAL ED. (2 units)			
P.E. I (req)	1		
P.E. II (req)	1		
HOME EC./IND. ED. (1 unit)			
House & Driver (req)	1		
ELECTIVES (8 units)			
REQUIRED UNITS EARNED (14)			
ELECTIVE UNITS EARNED (min 8)			
TOTAL UNITS EARNED		GPA	Grad.

PERFORMANCE INDICATORS
(Circle as completed)

Student as Individual

read & write	1A1 1A2 1A3
listen & speak	1B1 1B2 1B3 1B4
math	1C1 1C2 1C3 1C4 1C5 1C6 1C7 1C8
health & P.E.	1D1 1D2 1D3 1D4 1D5 1D6
perform/create	1E1

Student as Learner

independently	2A1
set goals	2B1 2B2
prin. inquiry	2C1 2C2 2C3
propaganda	2D1 2D2 2D3

Student as Producer

career choice	3A1 3A2
locate jobs	3B1 3B2
apply for jobs	3C1 3C2
employability	3D1

Student as Consumer

purchasing	4A1 4A2
budget/credit	4B1 4B2 4B6
banks/invest.	4B3 4B4 4B5
taxes	4C2 4C2

Student as Citizen

community needs	5A1 5A2
using govt.	5B1 5B2 5B3
influence govt.	5C1 5C2 5C3
rights/laws	5D1 5D2 5D3
driver	5E1
environment	5F1 5F2

Student as Family Member

relate to others	6A1 6A2
relate to children	6B1 6B2
family tasks	6C1 6C2 6C3 6C4

*Required unless competencies have been met.
**½ unit in Human Sexuality will substitute for ½ unit in Earth Science if desired.

ADAK PLANNED COURSE STATEMENT

Course Title: ENGLISH I

Areas of Study: Language Arts

Length of Course: One year

No. of Credits: 1

Prerequisites: None

Check One: Required X

Suggested Grade Level: 9

Elective ______

A. Course Description:

Students will work on developing and improving their skills in five areas of communications skills: reading, writing, listening, speaking and study skills. Pretests will be given to determine the student's present level of skills development and individualized programs of study will be developed to build on the current skills level. Classroom and individual learning activities will concentrate on skill building in all five areas.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

*1. (District 1.A.) Write in English at a level which permits successful performance in the six life roles.

2. Know how to proofread his/her own writing to find words with omitted letters, letter reversals, improper endings and questionable spelling.

*3. (District 1.A.) Read in English at a level which permits successful performance in the six life roles.

4. Follow written directions.

5. Make decisions based on what is read.

*6. (District 1.B.) Listen and speak in English at a level which permits successful performance in all six life roles.

7. Be able to follow oral instructions.

8. Make decisions based on what is heard.

*9. (District 1.B.) Speak in English at a level which permits successful performance in the six life roles.

*10. (District 2.A.) Learn independently.

*11. (District 2.B.) Set and follow through on short and long range personal learning goals.

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C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

*1a. (District 1.A.1) Fill out three standard job applications correctly using appropriate English grammar, spelling and legible handwriting.

*1b. (District 1.A.2) Write a business letter on an assigned topic using appropriate English grammar and spelling.

2a. Proofread his/her rough draft writing and show 90 percent accuracy in correcting grammatical, structural and spelling errors in process to a final copy.

*3a. (District 1.A.3) Read a 200-word newspaper or magazine article in English and describe in writing the main idea and three facts which support the main idea.

3b. Read an assigned portion of a selected textbook and answer in writing four out of five factual recall questions correctly.

4a. Follow written instructions for operation or maintenance of an unfamiliar mechanical device (i.e., washing machine, snow machine), demonstrating competency by either performing actual operation or answering a set of questions pertaining to the instructions.

4b. Participate with the instructor in developing his/her own performance contract in the skills course and follow up with self-evaluation to determine if established criteria have been met.

5a. Given the assignment, read a book of his/her own choice and write a minimum of 100 words related to decision made by a person in the book and the positive and/or negative results of the decision.

5b. Given a summary of the benefits and requirements of five different occupations, choose one s/he prefers and write at least five reasons for the choice based on the material read.

*6a. (District 1.B.1) The student will listen to an oral communication in English of five minutes or more and will recall or cite orally at least five specific details of the communication.

6b. After listening to a story, summarize its plot.

*7a. (District 1.B.2) Given oral directions in English for the completion of a task involving five or more steps, complete the task correctly.

7b. Given oral instructions concerning the operation of one of the audio-visual machines, operate the machine to a successful completion of a task.

8a. Listen to a local radio announcement and summarize the announcement in writing and describe the action which some person in the community should take as a result of the announcement.

8b. Listen to a radio or TV advertisement and identify those statements which are facts and those which are opinions.

*9a. (District 1.B.3) Give oral directions in English necessary to the completion of a task so that a second person can follow the directions to complete the task. The task must involve five steps.

*9b. (District 1.B.4) In a simulated interview situation, respond logically and to the point to the interviewer's oral questions in English.

*10a. (District 2.A.1) Present evidence of having used appropriate learning resources for himself/herself in the community (e.g., persons with skills to teach, library resources, schools) and outside of the community.

*11a. (District 2.B.1) Write a personal learning plan each day for a week, with time budgeted for a variety of learning activities of personal significance and present evidence of follow-through on the learning plan.

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity		Resources Needed
1.a.1	The student will be given exercises in using a dictionary and the proper reference source for word spelling and meaning.	Dictionary and commercial vocabulary exercises
1.a.2	The student will be given sample commercial order blanks and mail order situations and will properly prepare an order with items which pertain to the six life roles.	Commercial order blanks, government applications and commercial instructional materials, company order blanks
1.b.1	Given exercises involving letter writing and other expressions of written communications, the student will suggest word choices, organizational changes, or revisions in sentence effectiveness of the messages.	Teacher-made and commercial exercises, letters, cloze exercises
3.a.1	Student identifies letters of a word correctly and in the right order.	The Powerline Program Tach-X Accuracy Training Perception Exercise--teacher-made
3.a.2	Student attacks new words by sounding out phonetically.	The Powerline Program Language Master
3.a.3	Student selects the meaning for a word which best fits the context of the selection.	Context clues worksheet, teacher-made and published vocabulary development worksheets
3.a.4	Student reads short selections and answers factual recall questions on the selections.	SRA-Reading for Understanding Lab Barnell Loft Skillbooks
3.b.1	Student will answer questions based on the root meanings of words with affixes.	Reading Attainment System Vocabulary development exercises
3.b.2	Student will read a recipe and will answer specific questions concerning sequence of cooking steps.	Recipes, related teacher-made questionnaire
3.b.3	Student will restate in his own words the directions given on a medicine bottle or household product.	Labels from products
3.b.4	Student will study pictures of signs and answer specific questions concerning the information given on the signs.	

	Description of Activity	Resources Needed
4.a.1	Student will read and follow directions for assembling a model.	Model car and plane kits
4.b.1	Student will follow the written contract s/he developed with the aid of the teacher and record timings and scores.	Contract and program materials
5.a.1	Student will read short selections and will make inferences and draw conclusions.	Barnell Loft "Drawing Conclusions"
5.a.2	Student will choose and read a book and state an important problem one character is faced with and tell whether the character solves it successfully or not.	Library books
5.b.1	Student will read a book and create a poster advertising the book.	Library books, poster materials
5.b.2	Student will read a book and make up six questions a person should be able to answer after reading the book. The questions will address: a. the main idea b. the sequence c. the major characters d. the plot e. the climax f. the conclusion	Library books
6.a.1	Student will listen to tapes and be directed to listen for main idea, sequence, cause and effect, etc., and respond on a worksheet.	EDL Listen and Think, with worksheets; any available tapes with teacher-made worksheets
6.a.2	Student will listen to a taped church sermon or community speech and write down the main ideas presented and notetaking skills should be emphasized.	Tapes or student could attend the actual presentation
6.a.3	Student will attend council and corporation meetings and take notes, listing the minutes of the meeting. S/he will summarize the main items dealt with at the meeting.	Community meeting

	Description of Activity	Resources Needed
6.b.1	Student could report orally or in writing on a TV program he has viewed. (Can take notes)	Home or community facility
6.b.2	Student will listen to an informative oral presentation and answer questions concerning the presentation.	SRA Listening skill builder, teachers from other subject areas
6.b.3	The student will listen to community storytellers and will take notes on the story told.	Storytellers
7.a.1	As a daily part of the lab procedure, the students will be given oral instructions and their individual responses noted by the teacher and the individual.	Lab situation
7.a.2	When announcements are made to the class, the assignment will be made to write down the information that was given.	As situation occurs
7.b.1	Student will be given oral instructions in use of school equipment and an evaluation of his/her listening effectiveness will be made by the instructor.	Shop class, typing class, PE class, school services, evaluation sheet prepared by lab instructor
7.b.2	Student will follow oral instructions for assembling a model or collage or craft project.	Tinkertoys, construction paper, craft materials (could be performed in mini-course)
8.a.1	Listening-speaking activities as explained in RPMS Psychology of Self Unit p. 27, 32, 33, 38	RPMS instruction materials
8.a.2	Student will view a film or listen to a tape of a conflict situation and list possible solutions or alternative actions.	Films, tapes
8.b.1	Students will compare TV and radio, research sound effects, analyze advertisements, to determine the expected effect on the listening audience.	TV and radio (can be taped), Scholastic Scope Activity Kits
9.a.1	After viewing enactments of common conflict situations (films, stories, skits) the student will explain the effects of poor spoken communication and some factors contributing to the poor communication.	Films, conflict stories, student developed skits

	Description of Activity	Resources Needed
9.a.2	Given a task such as explaining how to skin an animal, operate a voting machine, cook a meal, etc., the student will use verbal and nonverbal cues to enhance his explanation.	Community resources
9.a.3	Student will give directions to find a local place, using a map and compass.	Maps of the area, compass
9.a.4	The student can give directions to another person on assembling a model or collage.	Tinkertoys, construction paper
9.b.1	Given role playing assignments (addressing an employer, a child, etc.) to a group of individuals, the student will modify his/her manner of presentation to suit each audience. Each presentation should be based upon appropriate vocabulary, voicing techniques, verbal and nonverbal cues, inflection, length, and organization.	Teacher-developed or published materials
9.b.2	Given a series of simulated interviews with persons in varied positions (primarily in the Alaska community; managers, bankers, teachers, police, etc.) the student will (1) phrase questions to elicit needed information, (2) formulate answers to provide relevant or requested information.	Community resources who would have been briefed on performance indicator and goals
9.b.3	Given a story to tell, the student will relate it using adequate enunciation, pitch and inflection.	Published materials, folk tales, student experiences
10.a.1	Given a list of questions, the student will determine the best source for locating the answer and will write the answer using dictionaries, encyclopedias, thesaurus, directories.	Teacher-made or commercially developed questions, dictionaries, encyclopedias, thesaurus, directories
10.a.2	Given a problem to solve (i.e., Jill needs a new jacket), student will list the elements of the problem and the resources available to solve the problem. A variety of problems with increasing degress of difficulty should be used.	Teacher-developed problems (should include ones which must be resolved outside community), survival skills workbooks
10.a.3	Student will be assigned questions pertaining to a certain book and will locate the answers by using parts of the book (i.e., table of contents, index, chapter headings, illustrations).	Informative book; questions

	Description of Activity	Resources Needed
10.a.4	Student will use library and resource materials to develop outlines, summaries, book reports, research reports on assigned topics.	Models, instructions for making outlines, etc., resource materials
11.a.1	Student will develop a lab schedule which will meet his personal needs as assessed by diagnostic testing.	Tests, schedule format, student-teacher conferences
11.b.1	Student will write weekly in a personal journal in which s/he will include things that are happening to him/her, hopes and aspirations, plans for the future.	Notebook, self-awareness exercises
11.b.2	Career development exercises such as lifeline activity.	
11.b.3	Student will choose a Fine Arts study, sport, vocational interest or other skill situation (crafts, woodworking, etc.) and develop a week-long daily schedule with time budgeted for appropriate learning and resource usage in that interest area. The student must demonstrate orally to the teacher that s/he has achieved this learning plan following teacher's review of the schedule.	

E. Evaluation Activity: (At least one evaluation activity for each Performance Indicator.)

1.a.1, 1.b.1, 2.a.1 The teacher will review and evaluate three job applications filled out by the student in terms of completeness of information, use of standard English and appropriateness of responses. Two of the three job applications should be derived from the community and the interviewer-employer should be integrated into the evaluation process, the process being

1. Student fills out job application
2. Teacher evaluation and suggested revisions
3. Student revision
4. Employer review and evaluation

The same steps can be used for evaluation of student skill in the writing of business letters.

3.a.1 Teacher will evaluate the answers to the questions relating to the 200-word newspaper or magazine article to determine if 4 of 5 were answered correctly.

3.b.1 Teacher will evaluate the student's answers to the questions concerning a portion of the selected textbook and determine if 80 percent were answered correctly.

4.a.1 The teacher or a community or school resource person will determine if the written instructions for operation or maintenance of a mechanical device were carried out to a successful conclusion (i.e., a load of clothes was washed to evaluator's satisfaction, a spark plug was removed and cleaned and replaced properly).

4.b.1 The teacher and student will determine together if written contract was fulfilled by all parties.

5.a.1 The teacher will review the book report to determine if it meets the following criteria:

1. a minimum of 100 words
2. includes statements relating decisions made by book character

5.b.1 The teacher will review the reasons given by the student for his/her choice of occupations to determine if it meets the following criteria:

1. a minimum of five reasons given
2. reasons are based on the specific material read by the student in this exercise

6.a.1 to 8.b.1 In evaluation of listening skills, the instructor should establish situations in which student would hear material only one time before responding. The student should be permitted to take notes while listening. Any response made in writing should contain correct and appropriate grammar, spelling and legible handwriting.

9.a.1, 9.b.1 The student and teacher will collaborate in choosing a subject that the student can explain orally or give directions in completing orally. The teacher will evaluate the student in terms of orderliness and organization of presentation, vocabulary, verbal and nonverbal cues and general clarity of instruction in terms of task and audience.

An interview situation should involve student (respondent), interviewer (from community) and teacher (omniscient observer). The student should be evaluated by the teacher in terms of logic, cogency, and relevance of answers to interviewer's questions.

10.a.1 The student will choose a career about which s/he wishes more information. S/he will gather information about this career from at least four community resources and from at least two resources outside the community. S/he will write a report on the career and include a bibliography.

*11.a.1 Students enrolled in Basic English Skills will be involved in making daily and/or weekly learning plans and completion of the writing and performance of one of these contracts which involves a variety of learning experiences and student choices and evaluation will be acceptable evidence of meeting P.I. 2a. (District 2.B.1)

11.b.1 Any one of the following would be an acceptable long-range personal learning plan:

1. A four-year high school plan which includes all the required subjects and a tentative choice of electives. Twenty percent of the electives should relate to stated post-graduation plans.
2. A learning plan developed through student-teacher/student-guide-student-counselor conferences which covers a time period of at least nine weeks and has a stated learning goal and a stated time plan and method for achieving the goal.
3. A career plan which includes a schedule and resources for developing skills/competencies/knowledge which lead to entry into that career.

E. Evaluation Activity: (At least one evaluation activity for each Performance Indicator.)

TO BE DEVELOPED

ADAK PLANNED COURSE STATEMENT

Course Title: ENGLISH II
Areas of Study: English
Length of Course: One year
No. of Credits: 1
Prerequisites: English I
Check One: Required X
Elective ______
Suggested Grade Level: ______

A. Course Description:

This course is designed to introduce students: (a) to a variety of literature types--poetry, short story, novelle and novels, and (b) to a variety of media modes. The course is also designed to help students increase their skills in literary analysis, listening, speaking and writing. Students will also cover several topics in career education, designed to help them see the relationship between school subjects and later life.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Read selected poems, short stories, novelle and novels, and analyze these readings for:
    - a. the main idea
    - b. the sequence
    - c. the major characters
    - d. the plot
    - e. the climax
    - f. the conclusion
2. Analyze the various media modes.
3. Practice skills in listening, speaking and writing as they apply to literary analysis and media description.

*4. (District 2.B.) Learn independently.

*5. (District 2.C.) Use principles of inquiry.

*6. (District 3.A.) Understand his/her own capabilities, skills and interests and their relationship to tentative career choices.

*7. (District 3.B.) Locate job opportunities and establish criteria by which to evaluate job opportunities.

*8. (District 3.C.) Apply and interview for jobs.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

1a. Given selected readings in various types of literature, analyze in writing or orally by describing the main idea, plot, sequence, major characters, climax and conclusion.

2a. Given examples of various forms of mass media, describe the audience for which the medium is intended.

2b. Analyze media productions (films, records, etc.) in terms of the criteria indicated in 1a.

3a. Use skills of listening, speaking and writing in analyzing literary and media works as described in 1a.

*4a. (District 2.B.2) Write a long-range personal learning plan to achieve the competencies.

*5a. (District 2.C.3) Given a topic, use a library to find appropriate print and non-print materials for his/her use.

*6a. (District 3.A.1) Identify orally three personal interest areas based on a standard job interest identification instrument (such as Job-O or Kuder Vocational Interest Profile), and for each interest area, will identify three jobs in which s/he would be interested.

*6b. (District 3.A.2) Identify his/her aptitudes and abilities in consultation with a staff member and identify orally a job cluster appropriate to his/her skills and abilities.

*7a. (District 3.B.1) Identify orally three jobs in which s/he will be interested or qualified for upon graduation from high school and for each one, will identify orally entry level wage, fringe benefits, working conditions, training opportunities, including college, advancement opportunities and related lifestyle expectations.

*7b. (District 3.B.2) Identify orally three sources to locate information about job opportunities.

*8a. (District 3.C.1) In a real or simulated setting, prepare a letter of application and a resume for a job interview based on standards established by the guidance counselor.

*8b. (District 3.C.2) In a real or simulated setting, complete a job interview based on standards established by the guidance counselor.

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
TO BE DEVELOPED	

E. Evaluation Activity: (At least one evaluation activity for each Performance Indicator.)

TO BE DEVELOPED

ADAK PLANNED COURSE STATEMENT

Course Title: AMERICAN LITERATURE
Areas of Study: Language Arts
Length of Course: One year
No. of Credits: 1
Prerequisites: English I and English II
Check One: Required X
Suggested Grade Level: 11
Elective ____

A. Course Description:

Students in this course will read some of the classic and current major works of American fiction, biography, autobiography and poetry. Students will be helped to develop an appreciation of the craft of the writer and of the ways that literature reflects the time, place and points of view of the authors.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Respond to literature in subjective, analytic and evaluative modes.

2. Interpret literature and the humanities as a reflection of the life, values and ideas of this and other cultures.

3. Recognize that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, of associations and points of view.

4. Acquire, interpret, and evaluate information through purposeful and critical observations and listening.

5. Know that language adapts to the needs of people through time.

*6. (District 1.E.) Perform or create in a medium of his/her choice.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

1a. Identify plot, setting, character and theme in a literary work and their relationships to each other.

1b. Given a literary selection, express orally or in writing his/her response to the selection, supporting the response with references to specific portions of the work.

1c. Given a reading selection, relate the main character to other characters and to the selection as a whole.

1d. Select passages from a work that illustrate the use of rhythm in language.

2a. Given a literary selection, identify cultural attitudes and customs in the selection and compare and contrast these with attitudes and customs in his/her own culture today.

2b. Given a literary selection dealing with conflicts, identify similar conflicts with which s/he is familiar.

2c. Select a character from a literary selection and cite similarities and differences between that character and himself/herself.

2d. Describe common female characters as stereotyped in works read.

2e. Describe other ethnic, racial, occupational stereotypes in literature read.

3a. Given a description of a symbol (e.g., logo, flag), describe all the things that the symbol represents.

3b. Given a literary symbol from a work read, identify all the things that the symbol means in the work, and describe how the author used the symbol in the work.

3c. Describe how s/he might have changed the outcome of a literary selection.

3d. Classify literature by types: short story, novel, poetry, drama, biography, autobiography, essay.

3e. Give an example of each type of literary work mentioned in 3d. from works read.

3f. State the point of view of the author of a given literary selection.

3g. List clues that help identify the author's purpose and attitude toward the work.

3h. Identify the rhyme scheme of a short poem by placing matching letters beside lines which rhyme.

4a. Analyze cause and effect relationships in literary plots and characters.

4b. Analyze the development of a character through narration, action dialogue and description.

4c. Analyze three ideas that s/he got from reading a literary work and indicate which s/he thinks is most important and which the author considers most important.

4d. Read a poetry selection as a class activity and then listen to a professional recording of the same selection, noting use of pause, tone and rhythm by the professional reader.

4e. Express understanding of the theme or character of a literary work through an artistic medium of choice (e.g., picture, bulletin board, skit, poster, song.)

5a. Given a novel and film based on the novel, describe the differences in the author's presentation methods.

5b. Participate in a class activity of a dramatization of a novel, short story or poem.

6a. (District 1.E.1) Demonstrate the fundamentals of two lifetime leisure activities in sports, fine arts or crafts areas.

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
TO BE DEVELOPED	

E. Evaluation Activity: (At least one evaluation activity for each Performance Indicator.)

TO BE DEVELOPED

ADAK PLANNED COURSE STATEMENT

Course Title: English Literature
Areas of Study: Language Arts
Length of Course: One year
No. of Credits: 1
Prerequisites: English I and English II
Check One: Required X
Suggested Grade Level: 12
Elective ____

A. Course Description:

Students in this course will read some of the classic and current major works of English fiction, biography, autobiography and poetry. Students will be helped to develop an appreciation of the craft of the writer and of the ways that literature reflects the time, place and points of view of the authors.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Respond to literature in subjective, analytic and evaluative modes.

2. Interpret literature and the humanities as a reflection of the life, values and ideas of this and other cultures.

3. Recognize that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, of associations and points of view.

4. Acquire, interpret, and evaluate information through purposeful and critical observations and listening.

5. Know that language adapts to the needs of people through time.

*6. (District 1.E.) Perform or create in a medium of his/her choice.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

1a. Identify plot, setting, character and theme in a literary work and their relationships to each other.

1b. Given a literary selection, express orally or in writing his/her response to the selection, supporting the response with references to specific portions of the work.

1c. Given a reading selection, relate the main character to other characters and to the selection as a whole.

1d. Select passages from a work that illustrate the use of rhythm in language.

2a. Given a literary selection, identify cultural attitudes and customs in the selection and compare and contrast these with attitudes and customs in his/her own culture today.

2b. Given a literary selection dealing with conflicts, identify similar conflicts with which s/he is familiar.

2c. Select a character from a literary selection and cite similarities and differences between that character and himself/herself.

2d. Describe common female characters as stereotyped in works read.

2e. Describe other ethnic, racial, occupational stereotypes in literature read.

3a. Given a description of a symbol (e.g., logo, flag), describe all the things that the symbol represents.

3b. Given a literary symbol from a work read, identify all the things that the symbol means in the work, and describe how the author used the symbol in the work.

3c. Describe how s/he might have changed the outcome of a literary selection.

3d. Classify literature by types: short story, novel, poetry, drama, biography, autobiography, essay.

3e. Give an example of each type of literary work mentioned in 3d. from works read.

3f. State the point of view of the author of a given literary selection.

3g. List clues that help identify the author's purpose and attitude toward the work.

3h. Identify the rhyme scheme of a short poem by placing matching letters beside lines which rhyme.

4a. Analyze cause and effect relationships in literary plots and characters.

4b. Analyze the development of a character through narration, action dialogue and description.

4c. Analyze three ideas that s/he got from reading a literary work and indicate which s/he thinks is most important and which the author considers most important.

4d. Read a poetry selection as a class activity and then listen to a professional recording of the same selection, noting use of pause, tone and rhythm by the professional reader.

4e. Express understanding of the theme or character of a literary work through an artistic medium of choice (e.g., picture, bulletin board, skit, poster, song.)

5a. Given a novel and film based on the novel, describe the differences in the author's presentation methods.

5b. Participate in a class activity of a dramatization of a novel, short story or poem.

6a. (District 1.E.1) Demonstrate the fundamentals of two lifetime leisure activities in sports, fine arts or crafts areas.

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
TO BE DEVELOPED	

NOTE: This course is ½ semester of a year-long course. The other parts of the course are Government and Sociology.

ADAK PLANNED COURSE STATEMENT

Course Title: YOU AND THE LAW

Areas of Study: Social Studies

Length of Course: ½ semester (9 weeks)

No. of Credits: ½

Prerequisites: None

Check One: Required X

Elective

Suggested Grade Level: 12

A. Course Description:

This course begins with the premise that law is everybody's concern. Today a more sophisticated awareness of the legal system is an important skill for every citizen. In this course, which is oriented toward practical applications of the law, some topics which will be covered will include: search and seizure, parental rights toward their minor children, school laws, chosing a lawyer and juvenile laws and rights in the legal system.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

*1. (Dist. 5.D) Understand his/her civil rights and general responsibilities under the legal system.

2. Understand the provisions and applications of the Bill of Rights.

3. Understand some current and historical controversies based on the Bill of Rights.

4. View law as necessary for most societies.

5. Understand some basic provisions of family law.

6. Know some cautions in getting legal advice.

7. Understand recent civil rights laws.

8. Understand the Constitution as the basis of constitutional law.

9. Understand the difference between civil and criminal laws and court procedures.

*10. Understand some legal provisions related to juvenile law.

*11. (Dist. 2.C) Apply principles of inquiry used in the social sciences and reasoning and logic processes used in general problem-solving activities.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

*1a. (Dist. 5.D.1) Describe orally his/her civil rights and responsibilities when given a real or hypothetical case involving a violation of the law, and will identify appropriate procedures for fulfilling those responsibilities and for dealing with violations of those rights.

*1b. (Dist. 5.D.2) In a simulated trial, demonstrate understanding of courtroom procedures and jury duty.

*1c. (Dist. 5.D.3) Identify illegal actions from a list of 20 legal and illegal actions, with 85% accuracy.

2a. Cite the provisions of the Bill of Rights in general terms.

2b. For each provision of the Bill of Rights, cite an example of how the provision could affect the student's life (e.g., due process in school expulsions, etc.).

3a. Describe two or more examples of controversies based on the Bill of Rights from current events (e.g., availability of pornographic literature) and for each, cite the provision of the Bill of Rights involved (e.g., First Amendment: Freedom of Speech and Press).

3b. Cite one or more controversies derived from applications of the Bill of Rights from history which have continuing implications today.

4a. Given an example of a law, cite the reason or necessity for the law.

4b. Describe the usual fate of a society operating without some kind of legal structure.

5a. Cite four or more legal provisions regarding marriage.

5b. Cite four or more legal provisions with regard to the relationship between children and parents.

6a. Cite three or more cautions in seeking legal advice.

7a. Cite the constitutional basis for school desgregation regulations.

7b. Cite the legal basis for current Title IX regulations as they apply to public schools.

8a. Define the procedure for amending the Constitution.

8b. Describe two or more procedures for getting a law changed.

9a. Define "civil law" and "civil suits" and describe court procedures in a civil suit.

9b. Define "criminal law" and describe court procedure in a criminal case.

10a. Define "status offense" as it related to juveniles and give examples.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

10b. Define the "age of majority" in several states with regard to drinking, voting, legal responsibility for debts, marriage, etc.

*11. (Dist. 2.C.1) Describe a method for generating alternative outcomes that is consistent with scientific methods when presented with a science or social science problem.

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	Suggest use of: *One Nation Under Age*, 25 cents per copy from Alaska Youth Advocates, Anchorage.

NOTE: This course is one semester of a year-long course. The other semester is Sociology and You and the Law.

ADAK PLANNED COURSE STATEMENT

Course Title: GOVERNMENT

Areas of Study: Social Studies

Length of Course: 1 semester

No. of Credits: ½

Prerequisites: None

Check One: Required X

Elective

Suggested Grade Level: 12

A. Course Description:

Government is a required Social Studies course recommended for 11th and 12th grade students. Students will learn about the structure and functions of government; individual rights and freedoms; and other governments in the world. Students will also learn about their roles as citizens in local, state and national governments.

B. Course Goals: (Indicate ADAK goals with an *.)

The student, as a citizen, will:

1. Understand the concept of freedom and the individual's role and responsibilities in a democratic system.

2. Understand the different forms of power and authority and how they are used in the governmental process.

3. Understand the origins and development of government in the U.S.

4. Understand the role of each of the various levels of government.

*5. (Dist. 4.C) Understand various kinds of taxes and his/her role as a taxpayer.

*6. (Dist. 5.A) Identify the needs of a community and determine how he/she can contribute to meeting those needs.

*7. (Dist. 5.B) Use governmental and other public agencies responsible for servicing individual and community needs.

*8. (Dist. 5.C) Influence the governance of the community, state and nation through participation in election, public hearings and other channels of communication available to the public.

B. Course Goals

9. Understand different types of governments, political systems and philosophies: monarchy, anarchy, dictatorship, socialism, democracy, capitalism, communism, etc.

*10. (Dist. 2.C) Apply principles of inquiry used in physical and social sciences and reasoning and logic processes used in general problem solving activities.

*11. (Dist. 3.D) Demonstrate minimum employability.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

1a. Describe orally or in writing the following principles of a democratic government:

   a. People can govern themselves.

   b. Freedom is a basic human right.

   c. Each individual is equal before the law.

   d. Majority rule is used in decision making.

   e. Minority rights may not be abused.

   f. Freedom is not unlimited.

1b. Behave in ways which indicate support for the democratic principles--stated above in 1a--in real (classroom, school or local government situations) or simulated (simulation or role play situations) settings.

1c. In real or simulated situations, demonstrate responsibility in any four of the following ways:

   a. Staying informed on critical issues.

   b. Making decisions rationally.

   c. Volunteering for or accepting governmental duties.

   d. Participating in political process.

   e. Showing respect for others' rights.

   f. Being truthful in conflict situations.

2a. Describe orally or in writing the following sources of power and how they might be used in the political process:

   a. Legal

   b. Revelation

   c. Charisma

   d. Expert judgement

   e. Titular

2b. Compare "delegated powers" with "implied powers" and prepare a chart showing ten examples of how the federal government uses each.

3a. Describe orally or in writing the concept of the "consent of the governed" as it relates to the American form of government.

3b. Describe orally or in writing three examples of how he/she is protected by the Bill of Rights in everyday situations.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

3c. Compare the evolution of the U.S. government (1775-1789) and will cite five similarities and five differences with the development of Alaska statehood.

3d. Given case studies describing group action (1775-1789)/(1960-1976), explain three processes by which the groups brought about change.

4a. Draw a chart illustrating three ways each of the following levels of government influences his/her life.

a. Individual
b. Family
c. Neighborhood
d. Community (city)
e. County
f. State
g. Federal government
h. International organizations

*5a. (Dist. 4.C.1) Describe orally the major source of revenue, major use of tax funds collected and method of collection/payment for each of the following types of taxes:

a. Federal tax
b. State tax
c. City tax
d. Sales tax
e. Property tax
f. Personal property tax

*5b. (Dist. 4.C.2) Correctly prepare federal and state income tax returns when given data on a hypothetical family income and expenses.

*6a. (Dist. 5.A.1) Identify orally such community needs as housing, health care, utilities, sanitation, etc., and describe how these needs are met or not met in his/her community.

*7a. (Dist. 5.B.1) Given a list of governmental agencies. draw a simple chart illustrating the three branches of national, state or local government and will place agencies in their appropriate positions on the chart.

*7b. (Dist. 5.B.2) Select the correct agency or agencies to deal with a given list of problems or concerns and a list of governmental agencies, and indicate the appropriate way to contact the agency or agencies.

*7c. (Dist. 5. B.3) Write a letter about a given problem or concern of the student's choice to a state or federal official.

*8a. (Dist. 5.C.1) In a real or simulated election, register to vote and demonstrate correctly the use of a sample ballot.

*8b. (Dist. 5.C.2) Attend a public meeting at a local governmental unit (e.g., school board, school advisory committee, community meeting) and will report orally or in writing on one issue dealt with at the meeting to the satisfaction of a staff member.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

9a. Identify three factors in a given list of different types of governments, political systems and philosophies which set it apart from the others.

*10a. (Dist. 2.C.1) Describe a method for generating alternative outcomes that is consistent with scientific methods when presented with a science or social science problem.

*11a. (Dist. 3.D.1) Present evidence (e.g., timesheets signed by an employer or products resulting from a job) of successfully holding an income-producing or volunteer job for a minimum of 50 hours (this may include OJT, positions as teacher, cafeteria or library aides or similar jobs in school or on base).

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
The student will:	
1a1. Research the basic principles underlying democratic forms of government.	Texts Library
1a2. Develop an interview schedule and conduct ten interviews with a cross section of the community regarding the principles of democratic government.	Information on interviewing Community representatives
1b1. Participate in establishing and/or supporting classroom, school or local government organizations.	Classroom, school or local government groups
1b2. Participate in developing and/or carrying out simulation or role play activities designed to involve them in governmental-type decision making.	Directions for developing and/or participating in simulations or role playing
1c1. (see 1b1 and 1b2)	
2a1. Research the following questions: a. What is power? b. What is the source of power and how is it used?	Texts Library
2a2. Participate in a seminar designed to address the topic, "How do people get power and how is it used in various settings?"	Seminar leader
2b1. Research the source of the powers of the U.S. federal government.	Texts Libraries
2b2. Prepare a chart showing the various "delegated" and "implied" powers of the federal government.	Texts, U.S. Constitution, Codes of law, etc.
3a1. Research comparisons of democratic forms of government and republican forms of government, particularly as it relates to the concept of "the consent of the governed."	Texts Political theory References Library
3a2. Interview three community office holders to develop their view of the concept "the consent of the governed."	Government office holders
3b1. Research the topics: a. What is the Bill of Rights? b. How am I protected by the Bill of Rights?	Texts Bill of Rights Library

GOVERNMENT (Continued)

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
3b2. Develop and/or participate in a simulation/drama in which citizens (other students) are denied the freedoms guaranteed by the Bill of Rights.	Classmates Simulation leader
3c1. List events which led to the formation of the state of Alaska.	Community resource
3c2. Using case studies, summarize the events which led to the writing of the Constitution.	Text Library
3d1. Participate in a simulation which utilizes group process (i.e., necessary items for survival on the moon, on the ocean).	Simulations
3d2. Write a research paper concerning minority activities in bringing about change (i.e., Native Land Claims, American Revolution, etc.).	Text Library
4a1. List and describe the right he/she has as an individual.	Text
4a2. Interview a local law enforcement person (police officer, magistrate, etc.) to determine the procedures which are followed to guarantee the individual's right.	Community resource
4b1. Make a crossword puzzle using words involved in a courtroom situation.	Text
4b2. List and describe the steps which a court case goes through from the initial happening to the final outcome.	Text Case studies
4c1. As a member of a group, examine the Alaska/local law codes and list the illegal actions.	Law codes
4c2. Examine a case study and then decide the outcome of a trial, stating his/her legal reasoning.	Case studies Text Law codes
5a1. Research the various levels of government.	Texts, Library, Governmental offices
5a2. Conduct and/or participate in a brainstorming session on, "How do the various levels of government influence our lives?"	Group of classmates
6a1. Visit (or write) a city/village tax office and make a list of sources of revenue within the city/village and a list of personal taxes each individual is required to pay.	Tax office/tax consultant

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
6a2. List federal programs in his/her community which are funded by the U.S. government.	Text Library
6b1. Make a crossword puzzle using terms involved in income tax preparation.	Text Tax return booklets
6b2. Using case studies, fill out a federal/state tax return.	U.S. tax return W-2 form samples
7a1. Compare the community services which are available in communities in other parts of the country but which are not available in his/her community.	Text Community resources
7a2. List the community services which are available in his/her community but not in others.	Community resource
7b1. Prepare a personal plan which will benefit the community.	Text Community resource
7b2. List the activities in the community which are detrimental to the citizens of the community.	Text Community resource
8a1. Make a chart illustrating the three branches of government on the national, state and local level and the agencies under each.	Text
8a2. Make a list of governmental agencies in the village/city/state and describe the primary function of each.	Text Community resource Library
8b1. Given a case study of a problem (e.g., out of work, no hospital insurance and ill), describe the steps he/she needs to follow in order to obtain aid from a government agency.	Community resources Text
8b2. Describe the steps necessary to obtain licenses (drivers, marriage, business, hunting, consultant, guide, fishing, gun).	Library Text Community resources
9a1. In a hypothetical situation, discuss issues in an election and campaign for the candidates of his/her choice.	Text Case studies
9a2. Fill out a voter registration form and a sample ballot.	Text Resource
9b1. Obtain an agenda for the public meeting he/she plans to attend and relate the items on the agenda to the functions of each.	Text Community resources
9b2. In preparation for attending a public meeting, discuss the functions of a local governmental unit orally.	Text Library

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity		Resources Needed
10a1.	Identify different political systems in the world and describe the major ideology of each.	Text
10a2.	Choose a country with a different political system, and prepare a poster of current events in that area of the world.	Magazines Newspapers
10b1.	Make a list of the jobs of governments.	Text
10b2.	As a group member, discuss how well the local and national government of a foreign country meets the needs of its people.	Text Library

NOTE: This course is part of a year-long course which also includes one semester in Government and a half semester in You and the Law.

ADAK PLANNED COURSE STATEMENT

Course Title:	SOCIOLOGY	Areas of Study:	Social Studies
Length of Course:	½ semester (9 weeks)	No. of Credits:	¼
Prerequisites:	None	Check One: Required	X
Suggested Grade Level:	12	Elective	

A. Course Description:

This course will study social organization, social institutions, social change and the norms, values and attitudes of American society.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Understand the concept of sociology, its content and process.
2. Understand the process of socialization.
3. Interpret the adolescent experience in America in terms of socialization.
4. Understand the influence of man's social environment on him/her.
5. Recognize that our self-image is developed through interaction with others.
6. Understand how our moral judgments develop and change as we grow older.
7. Understand the meaning and uses of norms.
8. Understand the role of social institutions in our lives.
9. Understand the meaning of culture.
10. Develop an acquaintance with cultural variations, cultural values and social control.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

1a. Describe orally or in writing sociology in terms of its content and procedures.

2a. Describe orally or in writing the concept of socialization and provide examples from American life.

3a. Analyze the adolescent experience in America by contrasting it with another culture.

4a. Identify whether he/she has positive, negative or neutral connotations from a list of given words.

5a. Describe orally or in writing the effects positive and negative comments have on him/her.

6a. Interpret orally or in writing the pattern which children go through in developing moral judgment.

7a. List and explain two uses of norms in everyday life.

8a. Describe the role of five social institutions in our life.

9a. Define the term "culture."

10a. Define and cite one or more examples of cultural variation, cultural values and social control.

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
The student will:	
1a1. Investigate the topics: a. What is sociology: b. What does it study? c. How do sociologists work, etc.?	Texts Curriculum material Library
1a2. Write a descriptive outline and discuss orally the discipline of sociology.	
2a1. Read about and discuss with others the concept of socialization.	Texts, C.M., Library
2a2. In a group discussion, describe his/her perception of socialization.	
3a1. Investigate the questions: a. Are there adolescent societies? b. How do adolescents get to be the way they are?	Texts C.M. Library
3a2. Compare adolescents in other societies with American society.	
4a1. Investigate how the social behavior of others (especially peers) influences his/her own behavior.	Texts C.M. Library
4a2. Participate with a small group to determine whether he/she reacts positively, negatively or neutral to a list of culturally-biased words.	List of words which have cultural connotations
5a1. Investigate the development of self-concept.	Texts, C.M., Library
5a2. Participate in a group setting and observe and describe orally the effect that positive and negative comments have upon them.	
6a1. Participate in a small group to investigate how moral judgment develops in people.	Texts, C.M., Library
6a2. Observe children of various age groups to identify different levels of moral reasoning.	Various age groups of children
6a3. Explain the development of moral reasoning in a written report.	

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
7a1. Investigate the concept of norms and their influences on our everyday life.	Texts, C.M., Library
7a2. Participate with a small group to identify and describe the norms of student behavior on his/her sociology classroom.	Classroom
7a3. Prepare a list of behaviors which illustrate our use of norms in everyday life.	
8a1. Investigate the role of social institutions in American life.	Texts, C.M., Library
8a2. Outline the five major social institutions, with examples from American society.	

Others to be developed

ADAK PLANNED COURSE STATEMENT

Course Title: MATHEMATICS I
Areas of Study: Mathematics
Length of Course: 1 or 2 semesters
No. of Credits: ½ or 1
Prerequisites: None
Check One: Required X*
Suggested Grade Level: 9
Elective

*Unless competencies have been acquired.

A. Course Description:

This course is designed to help students acquire the mathematics competencies required for high school graduation.

B. Course Goals: (Indicate ADAK goals with an *.)

*1. (Dist. 1C) The student will be able to use basic mathematical processes at a level which permits successful performance in all six life roles.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

*1a. (Dist. 1.C.1)

- a. recite the basic facts of whole numbers.
- b. add, subtract, multiply and divide whole numbers.
- c. read whole numbers through billions.
- d. round whole numbers.
- e. order whole numbers.
- f. recite place value through billions.
- g. evaluate exponents.
- h. place commas when working with whole numbers.
- i. add, subtract, multiply and divide fractions.
- j. add, subtract, multiply and divide mixed numerals where the whole number is less than 100 and the denominator is a composite number less than 100.
- k. change improper fractions to mixed numerals and vice versa.
- l. recognize equivalent fractions.
- m. add, subtract, multiply and divide decimal fractions.
- n. read decimal fractions.
- o. recite place value for decimal fractions.
- p. order decimal fractions.
- q. round decimal fractions.
- r. change common fractions to decimal fractions and vice versa.
- s. list common uses for percents.
- t. solve percentage problems.
- u. change percents to common fractions and decimal fractions and vice versa.
- v. solve ratio and proportion problems.
- w. solve percent problems dealing with simple interest, compound interest, discount, commission, down payments, increases and decreases which do not require finding the base.

*1b. (Dist. 1.C.2) Estimate mentally answers within 15 percent accuracy to math problems involving two or more operations.

*1c. (Dist. 1.C.3) Measure the dimensions in both English and metric measures when given a solid object.

*1d. (Dist. 1.C.4) Recognize the shapes and objects when given a set of basic geometric shapes and objects and calculate their perimeters, areas and volumes. The student will:

- a. identify the following: square, triangle, rectangle, circle, parallelogram, sphere, cube.
- b. find the perimeter of polygons.
- c. find the area of a square, rectangle, triangle, parallelogram, circle.
- d. find the volume of a rectangular prism.

1e.
- a. use linear measurements such as inch, foot, yard, mile.
- b. use liquid measurements such as cup, pint, quart, gallon.
- c. use measurements of weight such as ounce, pound.
- d. use metric measurements such as gram, liter, meter.
- e. use measurements of time such as second, minute, hour, day, week, month, year.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

f. solve basic operations with denominate numbers (e.g., numbers with unit value: 2 years, 4 pounds).
g. convert basic units within a system with the use of tables.
h. use a protractor and compass.
i. use a ruler.
j. recite common equivalencies within a system.

*1f. (Dist. 1.C.5) Interpret, read and construct the four basic types of graphs: Bar, line, circle, pictograph.

*1g. (Dist. 1.C.6) Select the appropriate formula and solve the problem when given a mathematics word problem involving math operations through percentiles and a list of five mathematical formulas.

*1h. (Dist. 1.C.7) Accurately perform mathematics operations through percentages on an electronic calculator.

*1i. (Dist. 1.C.8) Identify in writing five common uses of computers.

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

ADAK PLANNED COURSE STATEMENT

Course Title: EARTH SCIENCE
Areas of Study: Science
Length of Course: ¼ semester
No. of Credits: ¼
Prerequisites: None
Check One: Required X
Suggested Grade Level: 9
Elective ______

A. Course Description:

This course is planned to help students acquire skills in dealing with scientific instruments and work methods. Students will acquire knowledge in the areas of geology, geography and oceanography.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

*1. (Dist. 5.F) Function as a responsible steward of the environment.

2. Know that the earth is constantly changing and the patterns of those changes.

3. Know that the atom is the basic structure of all matter and how it functions in crystalline structures.

4. Know the processes of the water cycle.

5. Know the forces responsible for water movement in oceans.

6. Know the patterns of energy, moisture and world climate.

7. Understand the processes of weathering of the earth.

8. Understand the processes of the rock cycle.

9. Know about career opportunities in earth sciences.

*10. (Dist. 2.C) Apply principles of inquiry used in physical sciences and reasoning and logic processes used in general problem-solving activities.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

*1a. (Dist. 5.F1) Orally identify five issues involved in the ecologically sound use of the land area when given data on subsurface mineral content, fish, wildlife habitation and current human use of a particular area in Alaska.

*1b. (Dist. 5.F.2) Identify two solutions involving his/her personal action and two solutions involving group action when given data on a local pollution problem (e.g., solid waste disposal, litter, sewage disposal).

2a. Given a case study, document the changes that occur through time.

3a. Given an experimental situation, describe changes that occur as a result of atomic behavior.

4a. Given an area of study, select and use proper scientific terminology in communicating information.

4b. Identify by name the processes of the water cycle.

4c. Diagram the water cycle, and explain the water cycle using the diagram.

4d. Describe two or more meterological conditions as related to the water cycle.

5a. Identify by name the forces which produce water movement in oceans.

5b. Relate one or more of the forces identified in 5a to ecological changes in the ocean.

6a. Diagram and describe patterns of energy, moisture and world climate.

7a. Identify and describe processes of earth weathering.

8a. Identify by name the processes of the rock cycle.

8b. Diagram the rock cycle and explain it using the diagram.

8c. Describe two or more processes of the rock cycle evidenced in his/her immediate environment.

9a. Identify by name three or more jobs or careers that could be based on interests and skills in earth sciences.

*10a. (Dist. 2.C.1) Describe a method for generating alternative outcomes consistent with scientific methods, given a science problem.

10b. Given a task, select the proper instrument to complete the assignment, and record the measurement using appropriate units.

10c. Given a specific task and opportunity to collect information and data, collect the data, interpret and deduce relationships and express a conclusion based upon the evidence.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

10d. Given an experimental task, conduct the experiment, gather data, interpret the results, formulate hypothesis and support the hypothesis with logical statements.

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

E. Evaluation Activity: (At least one evaluation activity for each Performance Indicator.)

To be developed

ADAK PLANNED COURSE STATEMENT

Course Title:	PHYSICAL EDUCATION I	Areas of Study:	Physical Education
Length of Course:	One year	No. of Credits:	1
Prerequisites:	None	Check One: Required	X
Suggested Grade Level:	7-9	Elective	

A. Course Description:

PE 1 will provide opportunity for students to develop and maintain a level of physical, mental, social and emotional fitness through a program of developmental conditioning and testing and through participation in team, low organization, and mass activities. Basic design of program will provide opportunities to explore a broad range of activities, especially team sports.

The Physical Education experience is separated into three basic teaching strategies: 7th grade physical education is an introductory approach to listed activities; 8th grade physical education classes are directed toward experimental development of basic sport and activity skills and the enjoyment of recreational participation in leisure activities; high school (see next page) physical education is oriented toward the development of specific sport skills as well as the employment of strategy and a safety in sport and leisure. High school physical education is directed as much as possible toward small group and individualized instruction.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

*1. (Dist. 1.D) Maintain a healthy mind and body.

2. Perform exercises for the development of muscular endurance, strength and cardio-vascular endurance; and will perform neuro-muscular skills involving speed, posture, agility, flexibility, balance, relaxation and strength.

3. Perform and maintain a minimum level of physical proficiency based on norms established for age, height, weight or a combination age-height-weight index.

4. Demonstrate his/her strengths and weaknesses in individual, dual and team sport skills.

5. Identify, interpret and apply rules and strategies in a variety of games and activities.

6. Identify and demonstrate ethical spectator behavior.

B. Course Goals

7. Identify and utilize the principles of safety for self and others, both in activity and emergency situations.

8. Demonstrate aspects of sportsmanship that may be derived from physical activites including: respect for others, ability to play by the rules and development of social/emotional stability.

9. Demonstrate practices that reflect a respect for self and others.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

*1a. (Dist. 1.D.4) Develop and carry out an appropriate plan for maintaining personal physical fitness.

1b. Identify those activities, from a list provided, which may contribute to good mental health and constructive use of leisure time.

1c. Identify those factors of physical fitness which may contribute to good mental health.

*1d. (Dist. 1.D.6) Demonstrate personal physical fitness by a score showing average improvement on a pre-test post-test physical fitness test.

2a. Having followed a planned program of progressive physical conditioning for a designated period of time, demonstrate improved performance in physical exercise to the teacher's satisfaction.

2b. Perform an activity requiring each neuro-muscular skill to the teacher's satisfaction.

3a. Show improvement in each skill area tested on an appropriately designed physical fitness test.

3b. Participate in any individual activities offered, and successfully complete them to the teacher's satisfaction.

3c. Participate in individual activities appropriate for the course, follow the rules, use equipment, apply strategy, play safely and successfully complete them to the teacher's satisfaction.

4a. Participate in any dual activities offered and successfully complete them to the teacher's satisfaction.

4b. Participate in dual activities appropriate for the course, follow the rules, use equipment, apply strategy, play safely and successfully complete them to the teacher's satisfaction.

5a. Participate in team sports offered and successfully complete them to the teacher's satisfaction.

5b. Participate in team activities appropriate for the course, follow the rules, use equipment, apply strategy, play safely and successfully complete them to the teacher's satisfaction.

6a. Obtain a passing score (as determined by the teacher) when given a knowledge or performance test on rules, safety regulations, etc. of an activity in which he/she is participating.

7a. Follow proper safety procedures when given a game or activity situation.

8a. Follow generally accepted rules of sportsmanship while participating in individual, dual and team sports.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

9a. Show self-control and concern for others while participating in individual, dual and team sports.

9b. Demonstrate a technique, lead an activity or participate within a group to accomplish a task.

10a. Follow prescribed rules for dress, hygiene and cleanliness.

10b. Be positive in accepting his/her peers, their abilities and contributions.

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
1. Physical Fitness Test (pre-test/post-test mode)	Physical fitness test, Pre and post modes
2. Team sports (volleyball, basketball, gym hockey, soccer, etc.); individual sports (bowling, skeet, swimming, gymnastics, badminton, etc.).	Rule books attached
3. Regular program of jogging and calisthenics throughout the course of study.	Records, Tapes, Illustrations
4. Appropriate films, lectures, demonstrations, filmstrips and loops will be provided when available.	As available
5. Intramural and interscholastic activities will be available to student as an extension of Physical Education I.	As available

ADAK PLANNED COURSE STATEMENT

Course Title: PHYSICAL EDUCATION II
Areas of Study: Physical Education
Length of Course: One year
No. of Credits: 1
Prerequisites: Physical Education I
Check One: Required X
Elective
Suggested Grade Level: 10-12

A. Course Description:

Physical Education II will continue to develop student skills in physical activities, with a particular enphasis on those activities which could become lifetime sports for the student. Importance of regular physical activity to mental and physical health will also be emphasized.

B. Course Goals: (Indicate ADAK goals with an *.)

*1. (Dist. 1.D.) Maintain a healthy mind and body.

2. The student will be able to perform exercises for the development of:

   muscular endurance
   strength
   cardio-vascular endurance

   neuro-muscular skills involving:

   speed
   agility
   balance
   posture
   flexibility
   relaxation

3. The student will be able to perform and maintain a minimum level of physical proficiency based on norms established for age, height, weight, or a combination age-height-weight index.

4. The student will demonstrate his/her strengths and weaknesses in individual, dual, and team sport skills.

5. The student will identify, interpret, and apply rules and strategies in a variety of games and activities.

6. The student will be able to identify and demonstrate ethical spectator behavior.

Course Goals

7. The student will be able to identify and utilize the principles of safety for self and others, both in activity and emergency situation.

8. The student will be able to demonstrate aspects of sportsmanship that may be derived from physical activities including: respect for others, ability to play by the rules, and development of social-emotional stability.

9. The student will be able to demonstrate practices that reflect a respect for self and others.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

8a. The student, while participating in individual, dual, and team sports, will follow generally accepted rules of sportsmanship.

9a. The student, while participating in individual, dual, and team sports, will show self-control and concern for others.

9b. The student, given an opportunity, will demonstrate a technique, lead an activity, or participate within a group to accomplish a task.

10a. The student will follow prescribed rules for dress, hygiene and cleanliness.

10b. The student will be positive in accepting his/her peers, their abilities and contributions.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

*1a. (Dist. 1.D.4) The student will develop and carry out an appropriate plan for maintaining personal physical fitness.

1b. The student will identify those activities, from a list provided, which may contribute to good mental health and constructive use of leisure time.

1c. The student will identify those factors of physical fitness which may contribute to good mental health.

*1d. (Dist. 1.D.6) The student will demonstrate personal physical fitness by a score showing average improvement on a pre-test post-test physical fitness test.

2a. Having followed a planned program of progressive physical conditioning for a designated period of time, the student will demonstrate improved performance in physical exercise to the teacher's satisfaction.

2b. The student will perform an activity requiring each neuro-muscular skill to the teacher's satisfaction.

3a. The student will show improvement in each skill area tested on an appropriately designed physical fitness test.

3b. The student will participate in any individual activities offered, and successfully complete them to the teacher's satisfaction.

3c. The student will participate in individual activities appropriate for the indoor/outdoor season, will follow the rules, use equipment, apply strategy, play safely, and successfully complete them to the teacher's satisfaction.

4a. The student will participate in any dual activities offered and successfully complete them to the teacher's satisfaction.

4b. The student will participate in dual activities appropriate for the indoor/outdoor season, will follow the rules, use equipment, apply strategy, play safely, and successfully complete them to the teacher's satisfaction.

5a. The student will participate in team sports offered and successfully complete them to the teacher's satisfaction.

5b. The student will participate in team activities appropriate for the indoor/outdoor season, will follow the rules, use equipment, apply strategy, play safely and successfully complete them to the teacher's satisfaction.

6a. The student, given a knowledge or performance test on rules, safety regulations, etc. of an activity in which he/she is participating, will obtain a passing score (as determined by the teacher).

7a. The student, given a game or activity situation, will follow proper safety procedures.

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

	Description of Activity	Resources Needed
1.	Physical Fitness Test (pre test-post test mode)	Physical fitness test, pre and post modes -
2.	Team sports (volleyball, basketball, gym hockey, team handball, volley tennis, scoop ball, etc.) Individual sports (wrestling, fencing, table tennis, cross country skiing)	Rule books, attached
3.	Regular program of jogging and calisthenics throughout the course of study	Records, tapes, and illustrations (attached)
4.	Appropriate films, lectures, demonstrations, film strips and loops will be provided when available.	As available
5.	Intramural and interscholastic activities will be available to student as an extension of Physical Education I.	As available

Home Economics and
Industrial Education

ADAK PLANNED COURSE STATEMENT

Course Title: HOUSE AND DRIVER

Areas of Study: Home Ec/Ind. Ed.

Length of Course: One year

No. of Credits: 1

Prerequisites: None

Check One: Required X

Elective ______

Suggested Grade Level: 10-11

A. Course Description:

The course is designed to help the student acquire a variety of skills associated with basic housekeeping and cooking, routine household maintenance and routine vehicle operation and maintenance.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

*1. (Dist. 6.C) Assume responsibility for and carry out everyday family tasks.

*2. (Dist. 5.E) Operate motor vehicles safely and responsibly.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

*1a. (Dist. 6.C.1) Describe orally ten family tasks which contribute to the maintenance of family health and safety.

*1b. (Dist. 6.C.2) Describe orally ten tasks which relate to routine household maintenance.

*1c. (Dist. 6.C.3) Describe orally ten tasks which relate to routine vehicle maintenance.

*1d. (Dist. 6.C.4) In each group of ten tasks described in 6.C.1, 6.C.2 and 6.C.3 above, select and perform eight of the tasks (24 total) in a manner which conforms to accepted health, safety and maintenance standards.

*1e. (Dist. 5.E.1) Have obtained a driver's license (with parental consent) OR have passed a written license test without actually having obtained a license.

HOUSE AND DRIVER (Continued)

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
Student activities for this course should be flexible and highly individualized. For example: if a student already has some basic cooking skills, he/she should be allowed to acquire more advanced cooking skills or to work in another skill area, such such as sewing, tailoring or vehicle maintenance.	Basic household and vehicle equipment, Tools and Materials.

ADAK PLANNED COURSE STATEMENT

Course Title: JOURNALISM
Areas of Study: English
Length of Course: One year
No. of Credits: 1
Prerequisites: English I and permission of instructor
Check One: Required ____
Elective X
Suggested Grade Level: 10-12

A. Course Description:

This class is to help students understand vital journalistic principles while learning basic writing skills. An emphasis will also be placed upon graphic and journalistic procedures.

B. Course Goals: (Indicate ADAK goals with an *.)

1. The student is able to write in formal and informal language to meet the requirements of the situation.
2. The student is able to write sports and news articles and human interest (feature) stories.
3. The student is able to write a newspaper article which contains: (a) the five W's (when, what, where, why and who); (b) the inverted pyramid form (significant details at the beginning of the article); (c) no statements of personal opinion; (d) identification of sources; (e) paragraphs independent of the others in the article to allow cutting when necessary.
4. The student is able to write headlines which give the essential information in the space allotted.
5. The student is able to write a television or movie review which includes basic information, explained opinion, and recommendations to the reader.
6. The student is able to write captions for photographs and illustrations which give appropriate information within the constraints of allotted space.
7. The student knows characteristics of various types of audiences for articles: (a) escapist-oriented, (b) general reader, (c) selected--special interest.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

NOTE: This course is divided into two planned course statements of one semester each in speech and writing.

ADAK PLANNED COURSE STATEMENT

Course Title: SPEECH

Areas of Study: English

Length of Course: 1 semester

No. of Credits: ½

Prerequisites: English I and II

Check One: Required ____

Suggested Grade Level: 10-12

Elective X

A. Course Description:

This course will improve the student's ability to compose and to deliver speeches, will improve the student's ability to think and to listen critically, and will increase the student's understanding of the social functions of speech.

B. Course Goals: (Indicate ADAK goals with an *.)

The student:

1. is able to listen critically.
2. is able to analyze oral communications.
3. is able to compose speeches.
4. is able to deliver speeches.
5. knows the basic rules of parliamentary procedure.
6. is able to demonstrate effective techniques in oral communication.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

1.a. Given a setting (pictures, etc.) of people with widely differing appearance, student will analyze how one's emotions might interfere with comprehension of the speaker's point-of-view.

1.b. After listening to selected oral presentations, student will describe key words that helped to determine each speaker's purpose.

1.c. After listening to a story, student will summarize its plot.

1.d. After listening to a speech, student will summarize its major points.

2. Given the opportunity to listen to a speaker, student will be able to analyze and evaluate the presentation.

3.a. Student will formulate an outline for a speech.

3.b. Using the outline formulated in Indicator 3.a, student will write a speech developed in a logical order.

4.a. Student will relate a personal experience in a logical order.

4.b. Given role-playing assignments (addressing a service group or reporting to a group of children), student will modify his/her manner of presentation to suit each audience.

4.c. Given a task such as explaining how to operate a voting machine, change a tire, or cook a meal, student will use verbal and nonverbal clues to enhance his/her explanation.

4.d. Given a task, such as persuading people to vote, student will use a logical or emotional appeal in the presentation.

5.a. Student is able to participate in a meeting and follow rules of order.

5.b. Student is able to carry through a main motion.

5.c. Student is able to relate the purpose of parliamentary procedure.

5.d. Student is able to list the duties of the chairperson.

6.a. Given the task, student will demonstrate the ability to use voicing techniques (inflection, intonation, articulation, expression, etc.) so that he/she is heard and understood by the group.

6.b. Given a passage to read, student will read it, using voicing techniques so that he/she is heard and understood by the group.

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

E. Evaluation Activity: (At least one evaluation activity for each Performance Indicator.)

NOTE: This course is divided into two planned course statements of one semester each in speech and writing.

ADAK PLANNED COURSE STATEMENT

Course Title: WRITING

Areas of Study: English

Length of Course: 1 semester

No. of Credits: ½

Prerequisites: English I and II

Check One: Required ____ Elective X

Suggested Grade Level: 10-12

NOTE: This course is divided into two planned course statements of one semester each in speech and writing.

A. Course Description:

This course is designed to help students acquire skills in paragraph development and expository writing.

B. Course Goals: (Indicate ADAK goals with an *.)

1. The student is able to support generalizations with relevant facts and data.
2. The student is able to write a paragraph using a topic sentence which is supported and developed by the other sentences in the paragraph.
3. The student is able to use illustration--explanation by figure and example--to develop a theme.
4. The student is able to use definition--an elaboration of a term's distinguishing characteristics--to develop a theme.
5. The student is able to use comparison and contrast to develop a theme.
6. The student is able to use and improve the same methods of development he/she learned in paragraph development (e.g., illustration, definition, comparison and contrast) in the composition of multiparagraph essays.
7. The student is able to apply the techniques of unity, coherence and emphasis in paragraph writing to the composition of essays.
8. The student is able to demonstrate within his compositions his understanding of analogy, inductive reasoning and deductive reasoning.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

WRITING (Continued)

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

ADAK PLANNED COURSE STATEMENT

Course Title: CREATIVE WRITING

Areas of Study: Language Arts

Length of Course: One year

No. of Credits: 1

Prerequisites: English I and English II

Check One: Required ___

Elective X

Suggested Grade Level: 11-12

A. Course Description:

Students in this course will continue to improve their communications skills in writing original short stories, poems and essays. Students will draft, edit, rewrite and polish all materials so that they will be suitable for publication. The course will also explore the career possibilities for persons who have skills and interests in writing professionally, by having students experiment with writing materials for various commerical applications including journalistic and advertising writing.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Use language effectively in interaction with others.
2. Recognize that ideas are expressed in many ways: in a variety of dialects, of verbal modes, of styles and usage levels, of associations and points of view.
3. Write honestly, creatively and clearly.
4. Adapt writing to different purposes, audiences and communication forms, using the writing mechanics and conventions appropriately to assure accuracy and clarity in communication.
5. Know that his/her experience in the world is given shape and meaning by his/her language.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

1a. Identify the audience for whom each writing assignment is intended.

1b. Identify two or more modifications of his/her writing style which he/she will make to suit the writing to the audience.

1c. Identify ways that the structure of the written work will be adapted to meet the needs of the reading audience.

2a. In completing writing assignments during the year, complete one or more assignments employing these techniques:

   a. Use of dialect.

   b. Writing the same piece twice, each time employing a different vocabulary style.

   c. Write the same piece in both a formal and an informal style.

   d. Write the same piece twice, employing two different points of view.

3a. Complete writing assignments writing from personal experience.

3b. Complete writing assignments using sources other than personal experience.

3c. Critique own writing based on honesty, clarity and creativity.

3d. Critique the writing of other students based on honesty, creativity and clarity.

4a. Complete at least one writing assignment in each category: short story, rhymed poem, free verse poem, essay.

4b. Use the mechanics and conventions of writing so as to communicate clearly.

4c. Draft, edit, rewrite and polish all writing assignments.

5a. Given examples of slang in current use, identify the connotative meanings of the words and the values that they represent.

5b. Discuss in writing: "Can I think about something for which I don't have a word description?"

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

E. Evaluation Activity: (At least one evaluation activity for each Performance Indicator.)

To be developed

ADAK PLANNED COURSE STATEMENT

Course Title: COLLEGE PREPARATORY ENGLISH
Areas of Study: Language Arts
Length of Course: One year
No. of Credits: 1
Prerequisites: English I and II
Check One: Required ______
Suggested Grade Level: 11-12
Elective X

A. Course Description:

In this course, students who plan on attending college will review and improve on their skills in reading and analyzing literature, writing in a variety of forms appropriate to the college student, research and writing of the research paper and grammar. Students may also prepare for college entrance exams and do independent work which follows the college instructional model. All students who anticipate college attendance will find this course helpful.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Use language effectively in interaction with others.
2. Recognize that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, of associations and points of view.
3. Write honestly, creatively and clearly.
4. Adapt his/her speech and writing to different purposes, audiences and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.
5. Acquire, interpret and evaluate information through purposeful and critical reading, observation and listening.
6. Know that his/her experience in the world is given shape and meaning by his/her language.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

1a. Partcipate in class discussion using appropriate language and thought structure.

1b. Respond to the thoughts of others in class discussions by classifying, qualifying and extending the idea or drawing a conclusion.

2a. Write a story or a theme on a universal theme (e.g., love, life, death, war, hunger, greed, ambition, pride).

2b. Compare and contrast living in Adak with living in one or more other places in terms of cultural similarities and differences.

3a. Select titles for a short essay, given broad subject areas.

3b. Given an example of generalizations from the student's own writing, support the generalization with facts, statistics, explanations, examples, incidents and/or statements by authorities.

3c. Use illustration, classification, definition, analysis and comparison/contrast to develop a composition.

3d. Review basic grammar including correct use of punctuation marks, complete sentences, independent and dependent clauses, verb tenses, parts of speech, subject-verb agreement, pronoun agreement and antecedents, formation of plurals, capitalization and paragraph indentation.

3e. Use chronological ordering, cause-effect, spatial ordering, enumeration, deduction and induction to develop a composition.

3f. Critique his/her own writing and writings of other students for sentence variety.

3g. Identify and use traditional words and phrases in sentences and between paragraphs.

3h. Given a paragraph with mixed tenses and points of view, rewrite the paragraph to maintain consistency.

3i. Evaluate, edit, rewrite and polish his/her own written material for specific purposes.

3j. Write a research paper which:

- a. Has a sufficiently limited subject.
- b. Has a well-marked direction, purpose and logical sequence.
- c. Is documented with footnotes in approved MLA style.
- d. Includes adequate bibliography in approved MLA style.
- e. Is correct in mechanics and convention of form.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

4a. Given a taped conversation, transcribe and rewrite the conversation, noting dissimilarity between oral and written language.

4b. State audience and purpose toward which his/her writing is directed.

5a. Express his/her opinion of a literary work in writing, supporting the opinion with references to specific portions of the work.

5b. State the point of view of the author of a literary work read.

5c. List clues that point toward the author's purpose and attitude toward the literary work read.

5d. Describe sexual, ethnic, racial and occupational stereotypes encountered in literary works read.

5e. Analyze a literary work in terms of plot, setting, mood, characters and purpose of author.

6a. Given examples of current slang expressions, describe the connotative meanings of the terms and the values that they represent.

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

E.. Evaluation Activity: (At least one evaluation activity for each Performance Indicator.)

To be developed

Social Studies

ADAK SCHOOLS PLANNED COURSE STATEMENT

Course Title: American Studies

Areas of Study: Social Studies

Length of Course: 1 year

No. of Credits: 1

Prerequisites: ____

Check one: Required ____

Elective X

Suggested Grade Level: 10 - 12

A. Course Description:

A course of study related to modern American issues from a historical perspective. Topics include Immigration, the Civil Rights Movement, the Labor Movement, Technological Change, the Westward Movement, the Women's Movement, the Civil War, Vietnam, Watergate, etc.

B. Course Goals (indicate District goals with an *):

The student will:

1. Recognize how immigration patterns and immigrants have influenced the development of the U.S.
2. Understand the effects the Westward Movement has had on various aspects of American life.
3. Assess the many changes in the U.S. that were brought about by the Great Depression.
4. Understand the countinuing impact of the world wars on the daily lives of persons around the world.
5. Understand the implications of living in a society which is continuously undergoing substantive technological change.
6. Understand the reasons for and the characteristics of the labor movements.
7. Comprehend the reasons for and the significant issues related to the civil right movement.
8. Assess the issues related to the Vietnam War and the associated social unrest.
9. Understand the changing role of women in America as a result of the women's movement.
10. Comprehend the significance of Watergate in American history.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

1a. Describe orally or in writing how:

  a. Immigration patterns have been related to the need for labor.

  b. Immigration has resulted in a pluralistic society.

  c. Immigration has been related to ghetto situations.

  d. Immigrants have made positive contributions to the development of America.

1b. Evaluate the implications of an assimilationist policy versus a pluralistic policy with regard to immigrants to the U.S.

2a. List the reasons for the Westward Movement.

2b. List the effects of the Westward Movement with regard to:

  a. Native American Indians

  b. Natural resources

  c. Wildlife

  d. Foreign Policy

  e. etc.

2c. Describe orally the concept "manifest destiny" and the legal implications of such a policy.

3a. List the major changes brought about by the Great Depression and assess in writing the impact of each particular change.

4a. Discuss orally the personal impact the results of the two world wars have had upon him/her. Included will be the impact of the cold war, nuclear age, United Nations, etc.

5a. List ten major changes in our life style as a result of technological advances and discuss in writing the implications for each.

5b. Relate personal value conflicts encountered as a result of technological changes.

6a. Relate orally or in writing the factors involved in the labor movement (e.g., the concentration of industry, black listing, working conditions, open shop--closed shop, etc.).

7a. Describe in writing the key events in the civil rights movement.

7b. Analyze orally or in writing the reasons for the civil rights movement.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

7c. Select those key issues and organizations related to the civil rights movement and provide rationale for his/her selections.

8a. Evaluate the arguments given by the "hawks" and the "doves" relative to the Vietnamese War.

8b. Evaluate the intense social unrest related to the Vietnam conflict.

9a. List the events associated with the women's movement.

9b. Describe how the role of women has changed as a result of the events listed in 9a.

9c. Assess orally or in writing the impact of the changing role of women in American society.

10a. Relate the events of Watergate.

10b. Analyze the relationship between Vietnam and Watergate.

10c. Describe orally some benefits of the Watergate affair.

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

	Description of Activity	Resources Needed
1a1.	The student will conduct research into the topic: How has immigration influenced the U.S.?	texts, curriculum materials (c.m.), library, family history
1a2.	The student (where possible) will develop or study his/her own family tree and relate it to immigration to the U.S.	
1a3.	The student will prepare a report (oral or written) which interprets the influence of immigration to the development of the U.S.	
1b1.	The student will study the current issue of assimilationist policy or pluralistic policy with regard to minority cultures in the U.S.	texts, c.m., library
1b2.	In a small group discussion, the student will evaluate the two policies and provide logical reasons for his/her preference.	
2a1.	The student will research the topic: What were the reasons for the Watergate Movement?	texts, c.m., library
2a2.	The student will prepare a list of reasons for the Westward Movement with a short explanation for each entry.	
2b1.	The student will participate in a small group researching the topic: What were the effects of the Westward Movement on: Native American Indians, natural resources, wildlife, foreign policy, etc.	texts, c.m., library
2b2.	The student will participate in a small group making a presentation on the effects of the Westward Movement .	
2c1.	The student will research the topic of Manifest Destiny.	texts, c.m., library
2c2.	The student will prepare a short description of Manifest Destiny and conduct a survey of community opinion as to whether it was an acceptable concept. The student will report the results.	community representatives
3a1.	The student will research the topic: What changes occurred in the U.S. as a result of the Great Depression?	texts, c.m., library
3a2.	The student will prepare a written assessment of the major changes that have occurred in the U.S. as a result of the Great Depression.	

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

	Description of Activity	Resources Needed
4a1.	The student will research the topic: How has the world changed as a result of the two World Wars? Implied here is the distinction between previous wars and the nature of these two wars, in particular WWII and its effects (e.g., Cold War, Nuclear Age, United Nations, etc.).	texts, c.m., library
4a2.	The student will discuss with members of his/her family the impact of WWII on their lives (economic, social and psychological impact).	family members
4a3.	The student will participate in a group discussion of the topic: What is it like to live in the post WWII age?	
5a1.	The student will research the topic: What is the Age of Technology and how does it affect me?	
5a2.	The student will list and discuss in writing ten major changes in our life style (material goods and psychological well-being) and implications for the future.	
5b1.	The student will develop an interview schedule and interview a cross section of the community on a selected topic related to a potential value conflict brought about by technological change. The student will prepare a report on the results.	representatives
5b2.	In a small group, the student will relate personal value conflicts which occur as a result of changes brought about by technology.	
6a1.	The student will research the topic: What were major incidents and causal factors resulting in the Labor Movement?	texts, c.m., library
6a2.	The student will describe orally or in writing the major issues related to the labor movement (e.g., black listing, lock outs, open--shop versus closed--shop, etc.).	
6a3.	The student will participate in an organized debate on the topic: Resolved: unionism is an expression of individual liberty and is good for the U.S.	
7a1.	The student will conduct research into the events of the civil rights movement	texts, c.m., library
7a2.	The student will prepare a the major events of the with a short explanation of each entry.	

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

	Description of Activity	Resources Needed
7b1.	Using information gained from 7a1 and 7a2, the student will participate in a group seminar on the topic: Why did the civil rights movement emerge when it did?	Previous information
7c1.	Using information gained in 7a and 7b, the student will select the three key issues or organizations related to the civil rights movement and explain his/her choice.	
7c2.	The student will participate in a debate: "Resolved: Civil disobedience is sometimes just behavior."	
8a1.	The student will research the positions taken by the "hawks" and the "doves" during the Vietnam War.	texts, c.m., library
8a2.	The student will participate in a debate: "Resolved: The Domino Theory provided an appropriate rationale for U.S. involvement in the Vietnam War."	
8b1.	Given information gained during 7c2, 8a1 and 8a2, the student will write an evaluation of the intense social unrest in the U.S. as a result of our involvement in Vietnam.	
9a1.	The student will conduct research into the origins of the women's movement.	texts, c.m., library
9a2.	The student will list and explain the major events and reasons for the women's movement.	
9b1.	Using information from 9a1 and 9a2, the student will participate in a small group discussion on how the role of women in America has changed and the implications of these changes.	
9c1.	The student will write a paper evaluating the changing role of women in America.	
10a1.	The student will conduct research into the events, causes and effects of Watergate.	texts, c.m., library
10a2.	The student will relate the major events in a small group discussion.	
10b1.	Using information obtained from learning activities in 7, 8, 9 and 10a, the student will analyze the relationship between Watergate and the social movements of the 60's and 70's.	
10c1.	The student will describe some benefits to the U.S. of the Watergate episode.	

NOTE: Economics and Psychology is a combined one-year course, with one semester in each subject.

ADAK PLANNED COURSE STATEMENT

Course Title: ECONOMICS

Areas of Study: Social Studies

Length of Course: 1 semester

No. of Credits: ½

Prerequisites: None

Check One: Required ______

Suggested Grade Level: 10-12

Elective X

A. Course Description:

This two-semester course will concentrate on developing student skills in the social science disciplines of economics and psychology. The economics section of the course will develop student understanding of the basic vocabulary and principles of economics. Topics covered will include money, banking, inflation and deflation, credit, exchange, supply and demand and the American economic system including the stock market and the Federal Reserve system.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Develop skills in using the scientific method as applied to social science problems.
2. Understand the function of each element of a monetary system including credit.
3. Understand the structure and function of the Federal Reserve system in American economics.
4. Understand the factors influencing inflation and deflation.
5. Understand the processes of supply and demand in determining product and service price.
6. Know the factors of production.
7. Understand how fiscal/monetary policies affect the economy.
8. Understand the structure and functions of various kinds of business organizations.
9. Understand the role of the stock market in the American economy and its basic operating procedures.

B. Course Goals

10. Understand how national income is derived.
11. Understand how balance of trade affects the economy.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

1a. Describe a method of problem solution which is consistent with scientific method when given a simple problem in economics.

2a. Identify by name each element in a monetary system.

2b. Describe orally or in writing the function of each element of a monetary system and the major interrelationships.

3a. Describe or diagram the structure of the Federal Reserve System, identifying each element by name.

3b. Describe the function of each element of the Federal Reserve System and the major interrelationships using the diagram made in 3a.

4a. Identify by name the factors influencing inflation and deflation.

4b. Describe the effect of a change in two or more of the factors influencing inflation and deflation.

5a. Identify by name the factors of supply and demand which influence product and service price.

5b. Describe the influence on product and service price of a change in two or more of the factors of supply and demand.

6a. Identify by name and define the factors of production.

6b. Diagram and label a production process for a given item or service.

7a. Describe the effect on the economy of a given fiscal/monetary policy.

7b. Identify by name and function the Federal and state governmental agencies, departments and groups which regulate trade and influence the economy (including influences from all three branches of state and federal government).

8a. Identify by name three or more types of business organizational structures.

8b. Identify the component parts of a corporation by name and function.

8c. Define and give examples of the effects of business monopolies in the United States.

8d. Define and give examples of multi-national corporations operating in the United States.

9a. Identify by name and function the major parts of the U.S. stock market.

9b. Describe the basic operating procedure of the U.S. stock market.

9c. Describe the role of the stock market in the American economy.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

10a. Identify by name the factors of national income.

10b. Describe the relationship between national income and a healthy economy.

11a. Describe how balance of trade figures are derived.

11b. Describe the effects of a negative balance of trade upon the national economy.

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

E. Evaluation Activity: (At least one evaluation activity for each Performance Indicator.)

To be developed

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NOTE: Psychology and Economics are a combined one-year course with one semester in each subject.

ADAK PLANNED COURSE STATEMENT

Course Title: PSYCHOLOGY
Areas of Study: Social Studies
Length of Course: 1 semester
No. of Credits: ½
Prerequisites: None
Check One: Required ______
Suggested Grade Level: 10-12
Elective X

A. Course Description:

This two-semester course will concentrate on developing student skills in the social science disciplines of economics and psychology. The psychology section of this course will deal with the basic principle of psychology, personality development, learning and understanding the self and others.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Develop skills in using the scientific method in generating possible solutions to problems in psychology.
2. Understand the basic principles of psychology and psychological growth.
3. Understand the development of personality.
4. Understand the basis of sound mental health and factors leading to self-actualization.
5. Understand some factors which contribute to mental ill health.
6. Understand the role played by parents and social institutions in the psychological development of a child.
7. Understand the nature of learning and how people learn.
8. Know some important factors in maintaining successful interaction with others in a variety of settings.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

7a. Describe the learning process according to one or more theories and models presented in class.

7b. Identify optimum conditions for learning according to one or more of the learning theories presented in class.

7c. Identify which of the optimum conditions for learning mentioned in 7b are met in his/her school and home environment.

8a. Identify 5 or more factors which generally lead to successful interaction with other persons.

8b. Identify 5 or more factors which can get in the way of successful interactions with other persons.

8c. Analyze an interaction of two or more people and identify the factors which facilitated the interaction and the factors which hindered it.

8d. Analyze a real personal interaction problem or a hypothetical one given by the teacher in terms of facilitating and hindering factors.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

1a. Describe a method for generating solutions to problems, given a simple problem from the discipline of psychology.

1b. Describe appropriate tools and methods that a psychologist might use in working on a given problem.

1c. Define correctly 40 vocabulary terms from the discipline of psychology.

1d. Identify by name and describe the job functions of persons working in the discipline of psychology (e.g., psychologist, school psychologist, psychometrist, counselor, therapist, psychiatrist, psychological research, etc.).

2a. Identify the stages of psychological growth, birth to old age, by name.

2b. Relate the stages of physical growth to the stages of psychological growth.

3a. Identify by name some specific theories of personality development, given examples of the vocabulary and parts of the theory for each.

3b. Identify by name or description a personality type, given a description of behavior.

3c. Identify by name some factors which influence personality development.

3d. Identify a potential personality type, given description of some of the personality development factors.

4a. Define the "self-actualized" person.

4b. List 10 or more characteristics of the mentally healthy person.

4c. List 5 or more environmental factors over which the individual has some control which affect mental health.

5a. Identify by name some categories of mental ill health, and define some symptoms for each.

5b. Identify sources of help for a person exhibiting behavior symptoms identified in 5a.

5c. List 5 or more environmental factors over which a person has some control that can lead to mental ill health.

5d. Describe some of the societal values which may hinder or prevent a mentally unhealthy person from seeking help.

6a. Identify psychological needs of a child which must be provided for by parents or social institutions, and which one usually meets the needs for a given age child.

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

	Description of Activity	Resources Needed
	The student will:	
1a1.	After classroom presentations on scientific method, write a process for generating a solution.	
1b1.	Visit and interview a psychologist (a medical doctor or psychiatrist may substitute) to gather information. If necessary, use the phone or mail.	Community resources
1c1.	Study vocabulary lists developed over the semester.	Text
1d1.	Discuss jobs in psychology in class.	Text
2a1.	With a small group, investigate the stages of physical and psychological development.	Text, C.M., Library
2b1.	Participate in a seminar discussion on the relationship between stages of physical development and psychological development.	
3a1.	Participate in small group discussion on the topic of theories of personality development.	
3b1.	Investigate the relationship between personality and behavior.	Text, C.M., Library
3c1.	Investigate personality development and develop working definitions of "personality" and "personality development."	
3d1.	Develop an observation instrument which attempts to identify personality types and linked behaviors and will observe whether the relationship exists in community or school settings.	Community or school settings
4a1.	Describe Maslow's hierarchy of human needs and relate that concept to self-actualization, after reading and class discussion	Text, Class discussion, Maslow, Shostrom materials
4b1. & 4c1.	Investigate factors of mental health.	
5a1. thru 5c1.	The student will investigate the causes of disturbed personalities and mental ill health.	Texts C.M. Library

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

	Description of Activity	Resources Needed
5dl.	Prepare a list of possible causes of disturbed personalities, with an explanation for each.	
6al.	Prepare a chart of major psychological needs and tasks for each age group--birth to 18.	Class discussions Films
7al.	Investigate the nature of learning in humans and animals and various theories of learning.	Texts, C.M., Library
7bl.	Participate in a group discussion on the nature of learning.	
7cl.	Using information from 7al, analyze various theories of learning in humans.	
8al. thru 8dl.	Discuss in small groups factors affecting the success of interaction after viewing films or roleplaying in class	For roleplaying presentations: Games People Play by Eric Berne, and I'm OK, You're OK, by Dr. Thomas Harris; also, TA for Teens

ADAK PLANNED COURSE STATEMENT

Course Title: WORLD AFFAIRS
Areas of Study: Social Studies
Length of Course: One year
No. of Credits: 1
Prerequisites: None
Check One: Required ______
Suggested Grade Level: 9-10
Elective X

A. Course Description:

The primary emphasis of this course is the political, social and economic problems facing the countries and people of the modern world, but we will also examine the history of Western civilization beginning with the Reinaissance era. Major topics will include the Middle East with emphasis on the Arab-Israeli conflict, the cold war, detente, the Third World countries and peoples, the role of nationalism in the world since World War II, the future of Asia, apartheid Latin America, and the current situations in eastern and western Europe.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Understand the recent developments in the Middle East, including key elements such as the Arab-Israeli conflict and the impact of the oil industry and OPEC.
2. Understand the current problems between eastern and western Europe.
3. Understand the personalities and events of the rise of communism in the 20th century.
4. Understand the important religious, political and societal changes and ideas of the Renaissance.
5. Understand the relationship between U.S. foreign policy and Sino-Soviet conflicts.
6. Understand current Latin American politics and U.S.-Latin American relations as related to U.S. image abroad, U.S. attempts at aid, communism in Latin America and Cuba, nationalization of U.S. industries in Latin America and the Catholic Church in Latin America.
7. Understand events in the rise of imperialism and the role of imperialism in Africa, Asia and the Pacific.

B. Course Goals

8. Understand the rise of nationalism in the non-western world after World War II.
9. Understand the causes and effects of World War I and II.
10. Understand the causes and effects of the industrial revolution in western countries.
11. Know the causes and events of the French Revolution and the events of the Age of Napolean.
12. Understand the origin and nature of the cold war and detente.
13. Understand the current political situations in selected Asian countries.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

1a. Describe orally or in writing the background and causes of the Arab-Israeli conflict, given the events of the Six-Day War, June 1967.

1b. Name the members of OPEC and describe its role and function in the oil industry.

1c. Describe the political consequences of the current world oil shortage in the U.S. foreign policy and foreign policy of Middle East countries.

2a. Describe orally or in writing recent events, prospects for the future, and historical background for four or more current issues and problems in modern Europe (e.g., conflict in Ireland, detente, U.S. relations, the Warsaw pact vs. NATO, communism in European countries, etc.).

3a. Explain orally or in writing the emergence of the USSR as a superpower, given data on its economic and political development.

3b. Relate orally or in writing the emergence of a Communist government in one country other than the USSR.

3c. Identify five or more historical figures in the rise of communism.

3d. Identify by name and title ten or more current figures important to Communist politics and leadership in or out of the Soviet Union.

4a. Describe the impact of one idea or change initiated in the Renaissance in each of the following areas: religion, politics and social changes.

4b. Define the term "Renaissance" in terms of time, place and significance to modern life.

4c. Identify the major causes and major results of the Protestant Reformation in religious thought, politics and social change.

5a. Describe the historical relationship between the Russian and Chinese Communist governments.

5b. Describe the events and causes of the Sino-Soviet split.

5c. Describe the impact of the Sino-Soviet split on U.S. foreign policy.

6a. Discuss orally the influence of the Catholic Church on politics and social life in Latin America.

6b. Describe the impact of one or more of the following upon U.S. foreign policy in Latin America: U.S. image abroad, U.S. foreign aid, communism in Cuba and other Latin American countries, nationalization of U.S. industries in Latin America, U.S. colonism in Latin America.

6c. Describe the current political situation in one or more Latin American countries.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

7a. Define the term "imperialism."

7b. Describe the political and social impact of imperialism in Africa, Asia and the Pacific.

7c. Describe two or more ways in which European countries gained political and economic control of African peoples.

7d. Define the terms "spheres of influence" and "buffer zones" and cite and describe examples of each.

7e. Define the term "apartheid" and explain its origin as a political and social policy in South Africa and Rhodesia.

7f. Describe the influence of current concerns for human rights on U.S. foreign policy, either in terms of apartheid and South Africa or political prisoners in other countries.

8a. Define the term "nationalism."

8b. Describe the impact of nationalism in two or more countries of the non-western world after World War II in terms of domestic and foreign politics and national and international economics.

9a. Identify five or more causes of World War I.

9b. Identify five or more political, social or economic changes which resulted from World War I.

9c. Identify five or more causes of World War II.

9d. Describe the political context of the U.S. decision not to enter World War II early on and its later decision to join the war.

9e. Identify five or more political, social or economic changes resulting from World War II, which must include the formation of the United Nations.

9f. Compare and contrast the causes of World War I and II.

9g. Compare and contrast, orally or in writing, the results of World War I and II.

9h. State a personal opinion about the efficiency of war as a means of resolving political, economic and social differences between countries.

10a. Identify factors conducive to and not conductive to a nation's industrialization.

10b. Using factors identified in 10a, describe the significance of industrialization in the rise and fall of Nazi Germany.

10c. Describe the major changes of the U.S. in politics, economics and social life brought about by industrialization.

10d. Describe the impact of industrialization on one western nation (not Germany or the U.S.).

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

11a. Identify in outline form the causes of the French Revolution.

11b. Identify in outline form the events of the French Revolution.

11c. List major results of the French Revolution on the political, social and economic life of France.

11d. List actions that she/he feels led to Napoleon's downfall.

12a. Define the term "cold war" and cite the dates of its duration.

12b. Identify three or more major events of the cold war (e.g., Space race, Berlin Airlift, etc.).

12c. Define the term "detente" and the context for its emergence as a U.S. and USSR foreign policy.

12d. Identify two or more major events of the detente era.

13a. Identify the political system, political leaders and current political situations in domestic and foreign policy of three or more Asian nations (e.g., Japan, India, Vietnam).

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
The student will:	
1a1. Write a short paper on who "won" the Six-Day War, and the reasons for this victory.	Library Texts
1a2. Compare and contrast in writing the Six-Day War with the Yom Kippur War.	Library, Texts, Magazines
1b1. & 1c1. Research the current oil shortage and related political events.	Current magazines
2a1. Participate in a class discussion on: THE PROBLEM OF NORTHERN IRELAND IS NOT TOO MANY CATHOLICS OR PROTESTANTS, BUT NOT ENOUGH CHRISTIANS, after appropriate research.	Handout Text Library
2a2. Participate in a class discussion on the topic: "THE PROBLEM OF NORTHERN IRELAND IS A RESULT OF BRITISH IMPERIALIST/COLONIALIST ATTITUDES."	
3a1. Participate in a seminar on: US-PARITY OR SUPERIORITY WITH THE SOVIET UNION?	Films, etc.
3b1. Participate in a class discussion on "WHAT WOULD BE THE PROPER RESPONSE ON THE PART OF THE U.S. AFTER TITO'S DEATH, SHOULD THE SOVIET UNION TRY TO "RE-IMPOSE" ABSOLUTE CONTROL OVER YUGOSLAVIA?"	Handout Magazines
3c1. Research the role Joseph Stalin played in helping make the Soviet Union a world power.	Text Library
3d1. Match names of leaders with titles and countries.	
4a1. Research the topic: "WHAT IS THE MODERN NATION STATE AND HOW AND WHY DID THE SYSTEM DEVELOP?"	Library Text
4a2. Chart reasons for the development of the modern nation state and a time line of significant developments.	Text Library
4b1. Research Renaissance events and dates.	
4c1. Explain some of the causes of the Protestant Reformation.	Text, Handouts, Library

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

	Description of Activity	Resources Needed
4c2.	Given information on the Protestant Reformation, describe orally or in a paper some of the beliefs of at least two of the Protestant Reformers and/or Counter Reformers.	Text Handout Library
4c3.	Either do a paper or participate in a class discussion on THE ROLE OF THE BLACK DEATH AND USE OF THE VERNACULAR, AS WELL AS THE INVENTION OF GUTENBURGS PRESS IN MAKING THE PROTESTANT REFORMATION A SUCCESS.	Text Handouts Library
5al.	Research the creation of the Chinese Communist government.	
5bl.	Research the causes of the Sino-Soviet split.	
5cl.	Discuss in small groups recent movements in U.S.-Chinese relations.	
6al.	Report, orally or in writing, on the role of the Catholic Church and its impact on population in Latin America.	Texts Library
6a2.	Write a two-page report on any person of his/her choice, who as a CHURCH PERSON, played an important role in Latin America.	Library, Magazines, Texts, Interviews
6bl.	Research any or all of these topics.	
6cl.	Prepare oral report on one country in a small group and present to class.	Current magazines
7al. & 7bl.	Participate in a class discussion on the role of western imperialism in the development of non-western nationalism.	Text Library Handouts
7cl.	Participate in a class discussion on the topic: "HOW HAS IMPERIALISM INFLUENCED AFRICA?"	Library, Handouts, Text
7dl.	Participate in a class discussion on the topic: "HOW HAS IMPERIALISM INFLUENCED ASIA?"	Library, Handouts, Text
7el.	Research the topic: "WHAT RIGHTS DO THE WHITE MINORITY IN RHODESIA AND SOUTH AFRICA HAVE?"	Text Library
7e2.	Research the topic: "COMPARE AND CONTRAST APARTHEID WITH THE AMERICAN SLAVERY SYSTEM AS IT EXISTED PRIOR TO THE WAR BETWEEN THE STATES."	Text Library
7fl.	Research current U.S. foreign policy with regard to South Africa and Rhodesia.	Current magazines

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

	Description of Activity	Resources Needed
8a1.	Discuss manifestations of nationalism in non-western countries.	
8b1.	Participate in a seminar on HOW NATIONALISM CHANGED THE MAP AND FACE OF AFRICA IN THE POST-WORLD WAR II WORLD.	Text Library
8b2.	Compare the growth of nationalism among Asian nations after World War II and answer factual questions.	Text
9a1.	Research the sinking of the Lusitania from an objective point of view, keeping in mind, WHY WOULD THE GERMANS HAVE WANTED TO SINK A PASSENGER SHIP CARRYING 1200 PASSENGERS OF WHOM 118 WERE AMERICAN CITIZENS?	Library Reference Text
9a2.	Given a map of Europe in 1914, list the opposing countries of World War II, being sure to group them according to the Triple Entente and the Triple Alliance and those that remained neutral.	Text
9a3.	Research an important person "from any side" from a pre-determined list, and then partake in a class discussion on that person's role and importance in World War I.	Reference Library
9b1.	Research the topic: "WHAT WERE THE MAJOR CAUSES, EVENTS AND RESULTS OF THE MAJOR WARS OF THE 20TH CENTURY?"	Texts, Films, Tape References on World War I and II, Vietnam
9c1.	Research an important person "from either side," from a pre-determined list, and then partake in a class discussion on that persons role and importance in World War II.	Reference Library
9c2.	List some of the arguments Hitler used in appealing to the German people for support.	Text
9c3.	Participate in a class discussion on the Nuremburg Laws of 1933.	Text Library
9c4.	Research the topic: "WHY IS THE SPANISH CIVIL WAR SOMETIMES REFERRED TO AS THE TESTING GROUND FOR WORLD WAR II?"	Library, Text, Reference, Films
9d1. thru 9h1.	Research the topic: "WHAT WERE THE MAJOR CAUSES, EVENTS AND RESULTS OF THE MAJOR WARS OF THE 20TH CENTURY?"	Texts, Films, Tape references on World War I and II, Vietnam

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

	Description of Activity	Resources Needed
10al.	Explain why the Industrial Revolution started in England.	Text Library
10bl. & 10cl. & 10dl.	Participate in a discussion, or on paper, the term INDUSTRIAL REVOLUTION. This will also reflect the idea that a revolution can be applied to movements which are not only political.	Library Text Handouts
11al. & 11bl. & 11cl.	Given the existence of a grain shortage in France in 1789, analyze this condition as a factor that led to the French Revolution and consider other situations where food shortages have influenced the course of history.	Text Library
11dl.	Locate on a map: Waterloo, Leipzig and Elba, as well as St. Helena.	Map
12al. & 12bl.	Discuss how the cold war helped to put man on the moon by the U.S. and the space race; research both the HUNGARIAN REVOLUTION and the BERLIN WALL as they related to the cold war; research both the policy of CONTAINMENT AND COMMITTMENT (Marshall Plan, etc.) and their roles in the cold war.	Text Reference
12cl. & 12dl.	Participate in a class discussion on the topic: "DETENTE--IS THE SOVIET UNION SINCERE--THE PITFALLS OF SUCH A POLICY."	Handouts Films Library
13al.	Research the significance of at least three of the following: Mohandas Gandhi, Nehru, Sukarno, Suharto, Nehru, the Great Leap Forward, Mao Tse Tung.	Library Reference

ADAK PLANNED COURSE STATEMENT

Course Title:	BASIC ALGEBRA	Areas of Study:	Mathematics
Length of Course:	One year	No. of Credits:	1
Prerequisites:	Basic Mathematics or Completion of Competencies	Check One: Required	-
Suggested Grade Level:	9	Elective	X

A. Course Description:

This course is designed for those students who would normally have difficulty with the standard first-year algebra course. It provides the same fundamentals as the Algebra I course, but without the emphasis on the algebraic theory.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Order real numbers.
2. Add, subtract, multiply and divide integers.
3. Know the concept of absolute value.
4. Add, subtract, multiply and divide algebraic fractions.
5. Know the concepts of ratio, proportion and percent.
6. Perform computations with real numbers.
7. Perform computations with polynomials with real coefficients.
8. Know the concepts associated with exponents.
9. Solve simple equation, inequalities, quadratic equations and systems of equations.
10. Solve word problems.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

TO BE DEVELOPED

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
TO BE DEVELOPED	

E. Evaluation Activity: (At least one evaluation activity for each Performance Indicator.)

TO BE DEVELOPED

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ADAK PLANNED COURSE STATEMENT

Course Title: ALGEBRA I

Areas of Study: Mathematics

Length of Course: One year

No. of Credits: 1

Prerequisites: Basic Mathematics, or consent of instructor

Check One: Required ____

Elective X

Suggested Grade Level: 9-10

A. Course Description:

The course is designed to teach the student to solve problems through logical reasoning. It provides fundamentals for further study of math, including directed numbers, solving of equations, linear equations and polynomials.

B. Course Goals: (Indicate ADAK goals with an *.)

1. The student is able to order real numbers.
2. The student is able to add, subtract, multiply and divide integers.
3. The student knows the concept of absolute value.
4. The student is able to add, subtract, multiply and divide algebraic fractions.
5. The student knows the concepts of ratio, proportion and percent.
6. The student is able to perform computations with real numbers.
7. The student is able to perform computations with polynomials with real coefficients.
8. The student knows the concepts associated with exponents.
9. The student is able to solve simple equation, inequalities, quadratic equations and systems of equations.
10. The student is able to solve word problems.
11. The student knows the concepts associated with relation and function.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

ADAK PLANNED COURSE STATEMENT

Course Title: ALGEBRA II

Areas of Study: Mathematics

Length of Course: One year

No. of Credits: 1

Prerequisites: Algebra I, or Basic Algebra and consent of instructor

Check One: Required ____

Elective x

Suggested Grade Level: 10-12

A. Course Description:

Algebra II is a second course in the basics of algebra covering topics in sets, open sentences in one variable, systems of linear open sentences, polynomials and factoring, rational numbers and expressions, relations and functions, irrational numbers and quadratic equations, quadratic relations and systems, exponential functions and logarithims, progressions and binomial expansions, polynomial functions, matrices, determinants, and permutations, combinations, and probability.

B. Course Goals: (Indicate ADAK goals with an *.)

1. The student is able to solve open sentences in one variable.
2. The student is able to solve systems of linear open sentences in two variables.
3. The student is able to perform basic manipulations with polynomials including addition, subtraction, multiplication, division and factoring.
4. The student is able to perform basic operations with rational expressions.
5. The student is able to distinguish functions and relations and is aware of the special characteristics of certain functions.
6. The student is able to perform basic operations with irrational numbers and use this ability in solving quadratic equations.
7. The student is able to solve quadratic relations and systems algebraically and graphically.
8. The student is able to solve exponential and logarithmic equations and use logarithms to solve other problems.
9. The student is able to work with arithmetic and geometric progressions and basic binomial expansions.
10. The student is able to find values and solutions for polynomial functions and equations utilizing synthetic division.
11. The student is able to perform basic operations with matrices and determinants and utilize these in solving systems of linear equations.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

ALGEBRA II (Continued)

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

ADAK PLANNED COURSE STATEMENT

Course Title: GEOMETRY (Plane)

Areas of Study: Mathematics

Length of Course: One year

No. of Credits: 1

Prerequisites: Algebra I or Basic Algebra

Check One: Required ____

Elective x

Suggested Grade Level: 10-12

A. Course Description:

The purpose of this course is to present the student with the basic elements of geometry; point, line, plane and space. With those and the underlying assumptions of geometry, the student follows the development of an unfamiliar system of mathematics using deductive logic.

B. Course Goals: (Indicate ADAK goals with an *.)

1. The student is able to prove simple geometric relationships by the deductive. method.
2. The student knows the basic requirements for showing geometric figures congruent.
3. The student knows the basic requirements for showing geometric figures similar.
4. The student knows the basic relationships between parallel lines and planes, and between perpendicular lines and planes.
5. The student is able to demonstrate and compute various relationships among circles, arcs and angles related to circles and arcs.
6. The student knows the relationship between coordinate geometry and plane geometry.
7. The student knows how to find areas and volumes of various geometric figures given the formulas and other related information.
8. The student develops an appreciation of the form and relationships between the physical world and the abstract geometric world.
9. The student is able to show proficiency in algebraic manipulations normally taught in a first course in Algebra.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

ADAK PLANNED COURSE STATEMENT

Course Title: BIOLOGY

Areas of Study: Science

Length of Course: One year

No. of Credits: 1

Prerequisites: Earth Science, Health & Safety

Check One: Required ____ Elective X

Suggested Grade Level: 10-12

A. Course Description:

This course is designed to help students develop skills in examining the interrelationships which exist between the living organisms in their environment. Four characteristics of organisms are considered: their classifications, their functions, their structures and their adaptive properties.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will be able to apply principles of inquiry (i.e., the scientific method) to discover the following biological concepts or conceptual frameworks:

1. Living things change through time.
2. There is a wide diversity in the form of living things and a wide diversity in the adaptive properties of living things.
3. Despite these diversities, there are a number of unity patterns that cut across these diversities in form and adaptation.
4. There is a genetic continuity in the stream of life.
5. Despite this genetic continuity, there are occasional genetic mutations which lead to discontinuity which, in turn, accounts for the diversity and variability in living organisms.
6. There is both an interactive and a reciprocal relationship between organisms and their environments.
7. The behavior of a living organism depends on both its biological heredity and its adaptative capabilities.
8. The structure and function of an organism are complementary in nature. The structure of an organism determines its function.

B. Course Goals

9. Organisms seek homeostasis, but adapt to changes in environment through the process of regulation--long term changes in structure and function.

10. Biological concepts have changed over time as these concepts have been used, tested and expanded.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

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ADAK PLANNED COURSE STATEMENT

Course Title: CHEMISTRY

Areas of Study: Science

Length of Course: One year

No. of Credits: 1

Prerequisites: Algebra I and Earth Science (Biology recommended)

Check One: Required ____

Suggested Grade Level: 11-12

Elective X

A. Course Description:

This course is designed to help students develop skills in analytical thinking involving logical and quantitative relations in the field of chemistry. Seven major areas of chemistry are addressed:

1. Atoms and Molecules
2. Chemical Formulas and Equations
3. Physical States of Matter
4. Solutions & Suspensions
5. Equilibrium
6. Chemical Reactions
7. Mathematics of Chemistry

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Demonstrate in the laboratory his/her ability to identify and properly use lab equipment.
2. Demonstrate in the laboratory and in the working of his/her problems, his/her ability to make intrametric conversions.
3. Demonstrate in the laboratory an understanding of experiments which illustrate the differences between elements, compounds and mixtures.
4. Perform and understand laboratory experiments which illustrate chemical changes, physical changes and chemical reactions.
5. Show understanding of chemical formulas and equations.
6. Be able to solve problems and answer questions on atomic masses, atomic weights and molecular weights.
7. Observe the energy level transitions taking place inside a discharge tube containing an excited gaseous substance.
8. Demonstrate skill in working problems on quantum numbers.
9. Be able to find the name and symbols of the common elements.

B. Course Goals

10. Demonstrate knowledge of the properties and uses of the common elements.
11. Be able to find the oxidation numbers associated with the common elements.
12. Demonstrate an understanding of chemical bonding.
13. Solve equations on stoichiometric relationships.
14. Be able to predict the products of an equation by knowing the equation type.
15. Be able to solve problems involving the gas laws and will demonstrate an understanding of the behaviors of gaseous volumes under changing temperature and pressure.
16. Understand the molecular composition of common gases.
17. Determine the molecular weight of a gas.
18. Know the properties of liquids, solids and water.
19. Understand the solution process and be able to plot a solubility curve from a laboratory experiment.
20. Understand the ionization process.
21. Understand the nature and properties of acids, bases and salts.
22. Understand the structure and properties of selected organic compounds.
23. Understand the elements of radioactivity and its primary uses.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

ADAK PLANNED COURSE STATEMENT

Course Title: PHYSICS

Areas of Study: Science

Length of Course: One year

No. of Credits: 1

Prerequisites: Algebra and Geometry; Chemistry

Check One: Required ______

Elective X

Suggested Grade Level: 11-12

A. Course Description:

The course provides students with theories and skills to help them describe man's physical world. Ten of the fifteen fundamental laws of physics are studied:

1. Huygen's Principle of Wave Propagation
2. Gallileo's Principle of Inertia
3. Newton's Second Law of Motion
4. Newton's Third Law of Motion
5. Newton's Law of Gravitation
6. Principle of Conservation of Energy
7. Coulomb's Law of Electrostatic Force
8. Ampere's Law of Magnetic Force
9. Faraday's Law of Electromagnetic Force
10. Quantum Principle of Atomic Structure.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Measure short intervals with a stroboscope and find the range of this instrument.

2. Measure a number of solids in both English and metric systems and compare the two kinds of measurements.

3. Analyze data and discover the relationship between force, mass and acceleration.

4. Analyze, synthesize and interpret data and discover the relationship between the amount of mass contained in a body and the period of an inertial balance.

5. Use this relationship to measure the mass of a slug and a 4" C clamp.

6. Derive the equation for centripetal acceleration and measure the acceleration of a body in circular motion.

7. Find the relationship between the period and mass of a simple oscillating body or pendulum.

8. Find the relationship between the angle of incidence and angle of reflection in a plane mirror.

B. Course Goals

9. Find the relationship between the distance from an object to a plane mirror and distance an image appears to be from the mirror.

10. Find the relationship between s_1, s_o and the focal length of a mirror or lens.

11. Find the change in angle of light as it enters and leaves a substance.

12. Find the relationship between the intensity of illumination and the distance the source is from the illuminated surface.

13. Discover that the waves on a slinky act like the relationships discovered for light.

14. Find the relationship between velocity frequency and wave length of water waves.

15. Discover that the wave model of light is a valid one.

16. Find how many molecules are contained in a drop of oleic acid.

17. Measure the charge carried by ions in solution.

18. Discover that the result of one body transferring its momentum to another body is a vector quantity.

19. Discover that the potential energy stored in a spring is as great as the potential energy stored in a gravitational field.

20. Discover the relationship between the Coulomb force and the distance through which it acts.

21. Find the relationship of the earth's magnetic field to the field inside a standard loop.

22. Find the relationship between current, energy and resistance.

23. Find the relationship between the force produced by a magnetic field and the distance between a wire and the field, the direction and amount of current and the length of a wire placed in a field.

C. Student Performance Indicators -- one or more for each identified course goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

1a. Measure short time intervals with a stroboscope when given a stroboscope, purpose and data table.

1b. Discover the "range" of the stroboscope.

2a. Measure a number of solids in the two systems and compare the two kinds of measurements, using English and metric measuring equipment.

3a. Discover the relationship between force, mass and acceleration, using equipment and data table.

4a. Discover the relationship between the amount of mass contained in a body and the period of an inertial balance, using equipment and data table.

5a. Given a slug and a 4" C clamp, use this relationship to measure their masses.

6a. Derive the equation for centripetal acceleration, and measure the acceleration of a body in circular motion, using equipment and data table.

7a. Discover the relationship between the period and mass of a simple oscillating body or pendulum, using equipment and data table.

8a. Discover the relationship between the angle of incidence and angle of reflection in a plane mirror, using equipment and data table.

9a. Discover the relationship between the distance from an object to a plane mirror and the distance an image appears to be from the mirror, using equipment and data table.

10a. Given purpose, equipment and data table, discover the relationship between s_1, s_o and the focal length of a mirror or lens.

11a. Discover the relationship between the angle made by a beam of light as it enters and leaves a substance, using equipment and data table.

12a. Discover the relationship between the intensity of illumination and the distance the source is from the illuminated surface, using equipment and data table.

13a. Discover that the waves on a slinky act like the relationships discovered for light, using equipment and data table.

14a. Discover the relationship between velocity, frequency and wave length of water waves, using equipment and data table.

15a. Discover that the wave model of light is a valid one, using equipment and data table.

16a. Discover how many molecules are contained in a drop of oleic acid, using oleic acid and data table.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

17a. Calculate with 90% the number of electrons in a coulomb after a demonstration of electroplating and electrolysis of H_2SO_4.

18a. Discover that momentum transfer is a vector quantity, using equipment and graph paper.

19a. Discover the principle of conservation of energy, using equipment and data table.

20a. Given a demonstration on film of electrostatic experiments, discover Coulomb's Law.

21a. Analyze data, and discover the relationship of the earth's magnetic field to the field inside a standard loop, using equipment and data table.

22a. Correctly demonstrate how to measure current flow and energy of a circuit and ohms using electrical equipment, meters, circuits and wire.

23a. Use a tangent galvanometer to discover Faraday's Law.

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
1al - 4al. Measure with: meter stick, caliper, micrometer Using: pan balance, spring balance, graduated cylinders	Measurement instruments
5al - 10al. Measure Analyze Classify Synthesize Compare Create Interpret	Newton's Second Law of Motion Gallileo's Principle of Inertia Newton's Law of Gravitation
11al - 16al. Measure Analyze Classify Synthesize Compare Create Interpret	Quantum Principle of Atomic Structure Huygen's Principle of Wave Propagation
17al - 24al. Measure Analyze Classify Synthesize Compare Create Interpret	Quantum Principle of Atomic Structure
25al - 30al. Measure Analyze Classify Synthesize Compare Create Interpret	Newton's Third Law of Motion Principle of Conservation of Energy Coulomb's Law of Electrostatic Force Ampere's Law of Magnetic Force Ohm's Law Faraday's Law of Electromagnetic Force

*If a student does not choose to take this course, an additional ½ semester of Earth Science will be substituted on his/her transcript. The additional ½ semester will be in independent study on Earth Science.

ADAK PLANNED COURSE STATEMENT

Course Title: HUMAN SEXUALITY
Areas of Study: Science
Length of Course: ½ semester
No. of Credits: ½
Prerequisites: None
Check One: Required X*
Elective
Suggested Grade Level: 9

A. Course Description:

(Course description to be developed by staff-community committee.)

B. Course Goals: (Indicate ADAK goals with an *.)

(Course goals to be developed by staff-community committee.)

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

(Student Performance Indicators to be developed by staff-community committe.)

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
(Student Learning Activities to be developed by staff-community committee.)	

Home Economics and
Industrial Education

ADAK PLANNED COURSE STATEMENT

Course Title: HOME ECONOMICS I
Areas of Study: Home Economics
Length of Course: One year
No. of Credits: 1
Prerequisites: None
Check One: Required ______
Suggested Grade Level: 7-9
Elective X

A. Course Description:

This course is an introduction to the basic home economics skills. It is designed to acquaint students to beginning cooking, kitchen safety, sewing, child care, etc.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Select fabric, pattern, required interfacing or lining, and necessary notions for the completion of a project.
2. Understand the vocabulary related to sewing.
3. Use safely and efficiently the equipment for sewing.
4. Use patterns correctly.
5. Complete one or more projects using the following appropriate skills:

    seams
    darts
    facings
    hems
    clean finish
    zippers
    staystitch
    understitch
    clipping
    trimming

    Other skills:

    easing
    gathering
    grading
    cuffs
    collars
    pockets
    sleeves
    waistbands

B. Course Goals

6. Evaluate his/her project objectively according to previously established criteria.

7. Practice correct safety and sanitary measures in the kitchen.

8. Know that effective management of time, energy and resources is necessary for overall kitchen efficiency.

9. Know that good nutrition and health depend upon diet, physical conditions, heredity, physical environment, emotional climate and food preparation.

10. Know how to interpret recipes.

11. Complete food preparation using appropriate skills (e.g., cream, beat, stir, fold, cut-in, simmer, knead, grate, scald, sauté, pare).

12. Use appropriate techniques to select, store and prepare foods:

    - milk
    - eggs
    - pastry
    - cakes and frostings
    - cheese
    - quick breads
    - fats and oils
    - cookies
    - desserts

13. Know that parents need to create an environment which makes optimum development possible.

14. Know that very young children are unable to comprehend danger and, therefore, require total care through mature judgment of others.

15. Know that it is important to be a reliable babysitter.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

1a. Select fabric, pattern, lining and/or interfacing and notions to complete a project in sewing.

2a. Correctly define the following: preshrink, grain, pattern, woven fibers, knits, staystitch, dart, etc.

3a. Demonstrate, to the teacher's satisfaction, safety practices in the use of: sewing machine, measuring tools, pressing equipment, cutting tools and ripping tools.

4a. Given a pattern to follow, demonstrate knowledge of the following terms: marking, fitting, symbol identification, guide sheet, layout and cutting.

5a. Use these skills appropriately: seams, darts, facings, hems, clean finish, zippers, staystitch, understitch, clipping and trimming.

6a. Critique completed project according to standards discussed in class.

7a. Follow teacher-stated and class-discussed practices in lab activities (washing, hand dishwashing, food storage and cleanup).

7b. State the importance of reporting accidents, treating injuries promptly and how to treat them correctly.

8a. Describe a plan for food preparation that effectively manages time, energy and resources.

9a. Define good nutrition as an element of good health.

9b. Identify the elements of good nutrition as listed.

10a. Define terms and abbreviations in a recipe.

10b. Measure ingredients for a recipe.

10c. Give reasons for methods of preparation from a recipe.

11a. Demonstrate correct techniques in creaming, beating, stirring, folding, cutting-in, simmering, kneading, grating, scalding, sautéing, paring, etc.

12a. Describe appropriate selection storage and preparation of listed items.

13a. Describe five psychological needs of a child which must be provided by parents.

14a. Describe ways to anticipate dangerous situations.

15a. Relate the following to the health and safety of young children: important phone numbers, bedtime procedures, food the child may eat and toys the child may use.

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

E. Evaluation Activity: (At least one evaluation activity for each Performance Indicator.)

To be developed

ADAK PLANNED COURSE STATEMENT

Course Title: HOME ECONOMICS II **Areas of Study:** Home Economics

Length of Course: One year **No. of Credits:** 1

Prerequisites: Home Economics I **Check One:** Required ____

Suggested Grade Level: 9-12 Elective X

A. Course Description:

This course provides its students with the opportunity to understand and master the skills of artful homemaking. Areas to be emphasized include advanced study of food and nutrition, clothing selection and construction, family living and child care and home decoration.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Know factors affecting planning and preparing meals.
2. Know ways to save time and energy in food preparation and is able to demonstrate in class lessons.
3. Know the general styles of table service and is able to apply the appropriate service to the occasion.
4. Know that quantity cookery requires special planning, equipment and skills.
5. Plan, buy, prepare, serve and clean up for special types of entertaining.
6. Prepare and demonstrate technical recipes from the following food catagories:

   breads
   vegetables
   meats
   appetizers
   salads
   sauces
   soups
   punches
   desserts
   fish
   cheese

7. Apply and improve sewing skills and knowledge learned in beginning sewing.

B. Course Goals

8. Complete a project using appropriate skills selected from the following list:

    - pre-shrinking
    - pattern layout
    - cutting
    - marking
    - construction pressing
    - seams
    - edge finishes
    - stitching darts
    - cuffs
    - pockets
    - facings
    - belts
    - plackets
    - fastenings
    - lining
    - easing
    - waistband
    - bias
    - hems
    - collars
    - sleeves
    - interfacing
    - stitching:
        - stay-
        - top-
        - under-
    - buttons
    - zippers
    - trims
    - trimming
    - grading
    - clipping
    - notching
    - gathering

9. Know factors that influence an individual's outlook on life and how it contributes to our personal goals and values and the decisions we make in life.

10. Know defense mechanisms are used in adjusting and adapting to situations and experiences.

11. Know factors influencing readiness for dating, reasons for dating, and the factors affecting their personal values and standards.

12. Know the purpose of the engagement period is to allow time to evaluate factors influencing the selection of a marriage partner.

13. Guide the child in physical, emotional, social and intellectual development.

14. Know that parents need to create an environment which makes optimum development possible.

15. Know that environment refers to a person's surroundings: the physical, social, cultural conditions that affect his life.

16. Know that very young children are unable to comprehend danger and, therefore, require total care through mature judgment of others.

17. Know that good health habits contribute to the physical and psychological well-being of the child.

18. Know that play is a purposeful enterprise through which the child grows and develops physically, psychologically, socially and spiritually and is able to plan and supervise free and structured play activities for children.

19. Recognize behavior patterns and know the criteria for effective disciplining.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

1a. Discuss the following factors:

budget
time and energy
variety in textures
food preferences
nutritional needs
color, flavor, shape

1b. Effectively fill out a market order as instructed by the teacher.

1c. State two reasons why well-planned market orders save money, time and energy.

1d. Demonstrate an acceptance of effective consumer methods in filling out market orders.

2a. Demonstrate proper use of:

time schedules
freezing food
dovetailing jobs
quantity cookery
one-dish meals

3a. Demonstrate the following practice services:

formal
compromise
informal
buffet
styles of china, glassware and flatware

4a. Demonstrate increasing recipes.

4b. Demonstrate the ability to select, use and care for kitchen equipment.

4c. Demonstrate the instructed procedures of washing hands and equipment and storage areas for health and sanitation.

5a. Discuss preparation for:

holiday meals
parties
table decorations
receptions
buffets

7a. Practice methods and skills learned in beginning sewing.

9a. Discuss in class the following factors:

heredity
self-concept
conflicts
environment
past experiences
communication

10a. Explain:

regression
rationalization
repression
compensation
projection

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

11a. Explain acceptable behavior for the following:

going steady
double standards
playing the field
sexual involvement

12a. Discuss most of these factors in a panel discussion:

love
education
religion
health
family
compatibility
background
age
communication

15a. Discuss the following influences:

parental attitudes
position in family
nutrition
family financial status

16a. Demonstrate growth in the ability to anticipate dangerous situations.

17a. Explain need for:

proper sleep
regular elimination
good nutrition

18a. Demonstrate the ability to supervise children in a play situation.

19a. Recognize the following characteristics in a play situation:

habits
attitudes
fear
love
prejudice
family communication

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

E. Evaluation Activity: (At least one evaluation activity for each Performance Indicator.)

To be developed

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ADAK PLANNED COURSE STATEMENT

Course Title: FURNITURE CONSTRUCTION

Areas of Study: Industrial Education

Length of Course: One year

No. of Credits: 1

Prerequisites: None

Check One: Required ____

Elective X

Suggested Grade Level: 10-12

A. Course Description:

Students who choose this course will learn and practice basic woodworking skills in building furniture. Skills in using hand and power tools, safe working procedures and application of basic drafting techniques will be emphasized.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Know the Alaska State and the Federal safety regulations.

2. Know tools used in woodworking and how to use them safely.

3. Know the kinds of woods used in constructing various kinds of wood projects.

4. Know types of fastening devices used in wood constructions, (e.g., nails, screws, wood bolts, glues, dowels or pins and joints).

5. Know how to make accurate measurements, using measuring tools correctly.

6. Know how to use tools to shape wood.

7. Know some finishing techniques for wood constructed items.

*8. (Dist. 3.A) Understand his/her own capabilities, skills and interests and their relationship to tentative career choices.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

1a. Pass a teacher-made written examination on safety rules and procedures with an 85% score, after class presentations on safety regulations and safe working procedures.

2a. Identify selected woodworking hand tools by name and function, either orally or in writing, with 100% accuracy.

2b. Demonstrate the correct and safe use of hand woodworking tools to the teacher's satisfaction.

2c. Identify hand power woodworking tools by name and function, either orally or in writing with 100% accuracy.

2d. Demonstrate the safe and correct use of available hand power woodworking tools to the teacher's satisfaction.

2e. Identify the stationary power woodworking tools by name and function, either orally or in writing with 100% accuracy.

2f. Demonstrate the safe and correct use of stationary power woodworking tools to the teacher's satisfaction.

3a. Distinguish hard woods from soft woods when given a group of blocks of woods of various kinds.

3b. Orally identify the wood blocks by name within 75% accuracy.

3c. Describe orally either two characteristics of the wood samples in 3a. as used in wood projects, or will describe two good uses of the wood sample.

4a. Identify orally from a random selection of nails these types: common or finishing nails, plain and galvanized nails, the approximate size or weight and special types of nails.

4b. From a random selection of screws, identify orally these types: round head or flat head, regular slotted or phillips head, and the approximate size.

4c. Identify by name the kinds of glue used to construct wood projects.

4d. Demonstrate or diagram how to use dowel and pins as fastening devices in wood construction.

4e. Given diagrams of commonly-used types of wood joints, identify at least four types by name (e.g., dado, lap, rabbet, butt, dovetail).

4f. Given six pieces of wood, make three different types of wood joints.

5a. Identify by name, orally or in writing, the types of tools and their functions used in measuring.

5b. Given a selection of various-sized pieces of wood, measure three sides (end, face and edge) of each piece to 1/8" accuracy.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

5c. Given a selection of various-sized pieces of wood, measure three sides (end, face and edge) to 1/16" accuracy.

5d. Given a selection of various-sized pieces of wood, measure three sides (end, face and edge) to within 1/32" accuracy.

5e. Repeat 5b, using metric measuring tools and accurately measure the wood to within 2 cm.

5f. Given a piece of wood, approximately rectangular, and a tri-square, determine if the wood is square.

5g. Given a combination square, a pencil and a piece of wood, scribe a line at a 45 degree to one edge of the wood.

6a. Given a selection of appropriate tools and materials and a plan, complete projects assigned by the teacher, demonstrating correct use of tools and good craftsmanship to the teacher's satisfaction.

6b. Critique the completed projects, orally or in writing, indicating improvements which could be made.

6c. Demonstrate pride in the completed projects by arranging for their display or by taking them home to use.

7a. Identify by name, orally or in writing, appropriate finishes for wood projects (e.g., stain, paint, varnish, wax) to the teacher's satisfaction.

7b. Demonstrate correct application techniques for two or more of the above listed finishes.

7c. Identify by name and function a selection of finishing hardware appropriate to the project's completion.

7d. Select and apply appropriate finishing hardware to completed wood construction projects.

*8a. (Dist. 3.A.2) Identify by name five jobs or careers which could be based on interests and skills in woodworking.

8b. For each of two of the careers identified in 8a, identify post-high school training needed for entry level skills for the career and the source of such training.

FURNITURE CONSTRUCTION (Continued)

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

E. Evaluation Activity: (At least one evaluation activity for each Performance Indicator.)

To be developed

ADAK PLANNED COURSE STATEMENT

Course Title: ARCHITECTURAL DRAFTING

Areas of Study: Industrial Ed.

Length of Course: One year

No. of Credits: 1

Prerequisites: Mathematics I

Check One: Required ______

Elective X

Suggested Grade Level: 10-12

A. Course Description:

Architectural Drafting stresses drafting techniques as they are related to good house planning. The course will cover evaluation and designing of floor plans, foundations, elevations, sections and perspectives, as well as emphasizing conventional construction methods.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Demonstrate the correct and safe use of all equipment in the drafting room.
2. Translate ideas and concepts into visual representations.
3. Illustrate a consistency and uniformity of lines in lettering and on specified drawings.
4. Draw two-point perspective, incorporating applications from the various fields of drafting.
5. Identify potential job opportunities in related drafting areas.
6. Demonstrate an understanding of the design methodology by applying its principles and processes to the solution of problems and the development of ideas.
7. Demonstrate a knowledge of light building construction materials.
8. Differentiate between poorly and well designed floor plans and criteria affecting these plans.
9. Demonstrate an ability to construct legible architectural drawings.

B. Course Goals

10. Identify standard symbols utilized in architectural drawings.
11. Construct, using approved industrial standards and specifications, elevation, section and foundation plans.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

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ADAK PLANNED COURSE STATEMENT

Course Title: TYPING I

Areas of Study: Business Ed.

Length of Course: One year

No. of Credits: 1

Prerequisites: None

Check One: Required ____

Suggested Grade Level: 9-12

Elective X

A. Course Description:

Typewriting I is designed to help the student develop touch typing; use and maintenance of the operative parts of the electric typewriter; achievement of and acceptable level of performance in raw skills--straight copy, number and symbols; achievement of an acceptable level of performance in typing tabulations, exercises using vertical and horizontal centering, enumerations, outlines, reports, personal and business letters, invoices, memos and other forms of business papers from both arranged and unarranged format.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Display proper typewriting techniques including touch typing, operation of service keys, and correct hand and body position.
2. Take objective tests to review basic typewriting knowledge and technical information covered during the year.
3. Understand and be able to demonstrate ability to center material vertically and horizontally and arrange enumerations.
4. Be able to find and correct all typing errors.
5. Understand and be able to compose sentences and paragraphs at the typewriter and then put them into correct form from rough draft.
6. Understand and be able to demonstrate ability to type a memorandum, fill-in card, magazine article, news release, type and correct carbon copies.
7. Understand and be able to demonstrate ability to type a business letter, address envelopes, fold and insert letters into envelopes, type tabulation invoices, the first and several pages of a report (with footnotes).
8. Understand and be able to demonstrate ability to capitalize, use punctuation marks correctly, know when to express numbers in figures and in words.

TYPING I (Continued)

B. Course Goals

9. Type for five minutes at a minimum rate of 20 wpm within three mistakes from straight copy by the end of the second semester.

10. Prepare mailable business forms with carbons and envelopes at a minimum production rate of 10 wpm by the end of the second semester.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

TYPING I (Continued)

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

ADAK PLANNED COURSE STATEMENT

Course Title: TYPING II

Areas of Study: Business Ed.

Length of Course: One year

No. of Credits: 1

Prerequisites: Typing I

Check One: Required ____ Elective X

Suggested Grade Level: 9-12

A. Course Description:

Students will review the basics of typewriting and continue to build speed and accuracy in touch typing. This course is designed to help the student learn to type the more complex columnar tables, manuscripts (with footnotes, primary and secondary headings), at least four styles of business letters, specialized business forms (checks, voucher checks, requisitions, etc.) and specialized medical, legal, statistical, governmental and military forms.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Display proper typewriting techniques including touch typing, operation of service keys, and hand and body position.
2. Exhibit personal qualities of neatness, promptness, dependability, cooperation, accuracy and willingness to complete a task.
3. Take objective tests to review basic typewriting knowledge and technical information covered during the year.
4. Understand and be able to type in mailable form from unarranged, unpunctuated, uncapitalized material, unarranged dictation and handwritten drafts consisting of manuscripts, letters, business forms, tabulations, service reports, and itineraries.
5. Type at a rate of 40 words per minute within four errors on a five-minute timed writing from straight copy.
6. Type mailable business forms and letters with carbons and envelopes at a minimum production rate of 20 words a minute.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

ADAK PLANNED COURSE STATEMENT

Course Title: RECORDKEEPING

Areas of Study: Business Ed.

Length of Course: One year

No. of Credits: 1

Prerequisites: None

Check One: Required ____ Elective X

Suggested Grade Level: 10-12

A. Course Description:

Recordkeeping is designed to provide the student with a review of the four fundamental mathematical operations (addition, subtraction, multiplication, division) as applied to basic computations. Exercises in applying these skills to problems in percentages, interest, discounts, payroll, depreciation, and expense accounts are emphasized. Also, emphasis is to help students acquire skills in maintaining business records, for cashier's checks and bank statements, petty cash, budget, receipts and payments for small retail business operations.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Know basic principles of filing.
2. Prepare legible copy.
3. Record receipts and payments and make distribution of payments.
4. Make and record petty cash transactions.
5. Complete sales slips, record charge sales and returns, figure discounts, figure sales tax.
6. Write checks, determine checkbook balances, make endorsements and reconcile bank statements.
7. Record data on time cards, compute wages, figure overtime, maintain social security records, a payroll book and employees' record cards.
8. Prepare an income tax return using the standard deduction.
9. Compute simple interest, markup and markdown.
10. Know the types of charge accounts and be able to fill out a charge application form.

B. Course Goals

11. Prepare a budget.
12. Prepare basic records for a small business.
13. Identify assets, liabilities and owner's equity or capital.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

RECORDKEEPING (Continued)

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

ADAK PLANNED COURSE STATEMENT

Course Title: SHORTHAND I
Areas of Study: Business Ed.
Length of Course: One year
No. of Credits: 1
Prerequisites: Typing I
Check One: Required ___
Suggested Grade Level: 10-12
Elective X

A. Course Description:

The class is designed to teach the student the basic theory, brief forms, reading and writing of shorthand. The second semester will be to review shorthand theory and emphasize the development of speed and transcription skills.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Read and write Gregg Shorthand rapidly and accurately in the shortest time possible.
2. Develop transcription readiness by building vocabulary and developing ability to spell, proofread, and punctuate accurately--all concurrently with the teaching of shorthand.
3. Develop the ability to contract outlines for unfamiliar words under the stress of dictation.
4. Increase dictation speed to the highest point possible.
5. Be informed of the basic nonshorthand elements of transcription.
6. Pass a brief form test with 95% accuracy.
7. Consistently write shorthand for three minutes dictated from new material at a minimum of 50 wpm and transcribe with 95% accuracy.
8. Transcribe a mailable average-length letter in 10-12 minutes from notes taken from dictation given at a minimum speed of 50 wpm.
9. Be aware of the desirable traits and characteristics of a good secretary.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

ADAK PLANNED COURSE STATEMENT

Course Title: OFFICE PRACTICES/ OFFICE MACHINES
Areas of Study: Business Ed.
Length of Course: One year
No. of Credits: 1
Prerequisites: Typing II
Check One: Required ____
Suggested Grade Level: 11-12
Elective X

A. Course Description:

Office Practices/Office Machines reviews the skills learned in the other business classes while adding new skills in the use of the more common office machines used on the job. In addition to machine skills, the student will get practice in oral communications, interoffice activities, filing, receptionist duties, employment procedures and general office practices emphasizing human relations and personal development.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Use the telephone effectively and demonstrate good judgment and human relation skills.
2. Compose and type mailable office communications.
3. Recognize and practice accepted rules of business and social etiquette.
4. File and retrieve a variety of office papers accurately.
5. Use up-to-date references and resource materials effectively.
6. Know the correct procedures in applying for a job (e.g., application forms, application letters, the resumé, the appropriate dress, the interview and follow-up letters).
7. Demonstrate proper care of the machines available in the school.
8. Operate the electronic calculator with speed and accuracy using the touch system.
9. Compute various business problems such as interest, payroll, extensions, percentages, etc.

B. Course Goals

10. Transcribe dictated material in mailable form on the first attempt. (This will depend upon the student's knowledge of shorthand.)
11. Transcribe machine-dictated material (from a transcribing machine) in mailable form on the first attempt.
12. Choose the duplicating process which is acceptable to fill the job need.
13. Demonstrate the correct procedure for preparing masters for duplicating.
14. Demonstrate competencies in the operation of the various duplicating processes available.
15. Continue to increase proficiency in the use of the typewriter.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

ADAK PLANNED COURSE STATEMENT

Course Title: ACCOUNTING I

Areas of Study: Business Ed.

Length of Course: One year

No. of Credits: 1

Prerequisites: Basic Mathematics

Check One: Required _____ Elective X

Suggested Grade Level: 11-12

A. Course Description:

In this course, the student will develop an understanding of accounting principles and procedures. The class will cover the recording of business transactions from the initial entry to financial reports and practice with simulated records for a business.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Know the fundamental accounting equation.
2. Identify assets, liabilities and capital or owner's equity.
3. Journalize business transactions in special and general journals.
4. Post completed journal entries to general and subsidiary ledgers.
5. Complete a worksheet with single adjustments.
6. Prepare basic financial reports using data from the worksheet.
7. Record simple adjusting and closing entries in a journal, post to the ledger, rule the accounts that are closed and balance and rule the accounts that remain open.
8. Prepare a post-closing trial balance as the accounts are closed and balanced.
9. Retrieve data from previously prepared financial reports.
10. Perform banking procedures such as maintaining an accurate checking account and reconciliation of a bank statement.

B. Course Goals

11. Prepare business forms such as checks and deposit tickets.

12. Demonstrate neatness and accuracy in all work.

13. Prepare cash proofs, record cash shortages and overages.

14. Identify, explain and apply such terms as FICA, W-2 Form, W-4 Form, unemployment compensation and withholding statements.

15. Calculate interest on a note, record entries when a note is received and paid, identify parts of a note.

16. Describe the basic characteristics of a single proprietorship, a partnership and a corporation.

17. Know processes used in automated accounting systems.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

ACCOUNTING I (Continued)

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

ADAK PLANNED COURSE STATEMENT

Course Title: CHORUS

Areas of Study: Music

Length of Course: One year

No. of Credits: 1

Prerequisites: None

Check One: Required ____

Elective X

Suggested Grade Level: 7-12

A. Course Description:

Chorus is for those students who enjoy singing and wish to learn more about the skills involved in developing the voice and work towards polishing their singing (vocal) abilities.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Become familiar with the various types of vocal literature, such as the folk song, the art song, motets, madrigals, "show tunes," the standards, pop songs, etc.
2. Become familiar with and be able to utilize the basic mechanics of music, including note reading, sight singing, part learning and writing own songs.
3. Be able to sing in parts. This will start with two-part singing and gradually increase to three and four parts.
4. Increase the endurance and quality of each student's voice through vocal and breathing exercises, as well as posture control, with application of same to the singing of songs.
5. Gain an appreciation for all forms of music literature, vocal and instrumental, as well as understanding how each contributes to the other.
6. Build each student's confidence in his/her own vocal abilities, so that the student will find enjoyment through singing in his/her later years.
7. Have the group gain enough proficiency through class preparations and rehearsals to be able to perform in front of an audience, usually during the Christmas season and again in the Spring, building performance skills at the same time.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

204

ADAK PLANNED COURSE STATEMENT

Course Title: BEGINNING BAND

Areas of Study: Music

Length of Course: One year

No. of Credits: 1

Prerequisites: None

Check One: Required ____

Suggested Grade Level: 7-12

Elective X

A. Course Description:

Beginning Band is for those students who want to learn how to play a band instrument, including the clarinet, trumpet/coronet, flute, trombone, French horn and percussion(drums). It is desirable for the student to have an instrument available to learn on, for the school has only a few available for rental. Admittance to the class will necessarily depend on whether a student has an instrument or if one is available for rental.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Become familiar with the various types of instrumental literature.
2. Learn the techniques of playing the student's chosen instrument and work towards mastery of same.
3. Learn and use the mechanics of music: note reading, meter, key signatures, time signatures, dynamics, etc.
4. Gain an appreciation of other forms of music literature, particularly becoming aware of the instrumental contributions to the music field.
5. Be able to play both melodic and harmonic parts, depending on what is called for in the music or exercise.
6. Increase the endurance and quality of each student's tone production of his instrument through rhythmic and breathing exercises.
7. Become familiar with (and continually use) the proper care and maintenance of the student's chosen instrument.
8. Build each student's confidence in his/her own instrumental abilities, so that the student will find making progress easier, as well as helping the student find enjoyment and fullfillment with his instrument in his/her later years.

B. Course Goals

9. To have the group (as individual contributing members) gain enough proficiency through class preparations and rehearsals to be able to perform in front of an audience, usually during the Christmas season and again in the Spring. (This builds performance skills.)

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

208

ADAK PLANNED COURSE STATEMENT

Course Title: ADVANCED BAND
Areas of Study: Music
Length of Course: One year
No. of Credits: 1
Prerequisites: Beginning Band
Check One: Required ____
Suggested Grade Level: 7-12
Elective X

A. Course Description:

Advanced Band is for those students who have successfully completed a first year beginning band program and wish to continue playing their band instruments in a more advanced band program. As the school has only a few instruments available for rental, it is desirable that the student have his own instrument. Admittance to the class will necessarily depend on whether a student has an instrument or if one is available for rental.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Become familiar with the various types of instrumental literature.
2. Continue learning the techniques of playing the student's chosen instrument and work towards mastery of the instrument.
3. Continue learning and using the mechanics of music: note reading, meter, key signatures, time signatures, dynamics, etc.
4. Gain an appreciation of other forms of music literature, particularly becoming aware of the instrumental contribution to the music field.
5. Be able to play both melodic and harmonic parts, depending on what is called for in the music or exercise.
6. Increase the endurance and quality of each student's tone production of his instrument through rhythmic and breathing exercises.
7. Be aware of and continually use the proper care and maintenance of the student's chosen instrument.

ADVANCED BAND (Continued)

B. Course Goals

8. Build each student's confidence in his/her own instrumental abilities, so that the student will find making progress easier, as well as helping the student find enjoyment and fullfillment with his instrument in his later years.

9. To have the group (as individual contributing members) gain enough proficiency through class preparations and rehearsals to be able to perform in front of an audience, usually during the Christmas season and again in the Spring. (This builds performance skills.)

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

ADAK PLANNED COURSE STATEMENT

Course Title: ADVANCED ART II, III, IV, V, VI, VII & VIII **Areas of Study:** Art

Length of Course: 1 semester each **No. of Credits:** ½ per semester

Prerequisites: Cultural Foundation - Art, for Advanced Art III, and permission of instructor after examination of portfolio for Art III and beyond. **Check One:** Required ____ Elective x

Suggested Grade Level: 9-12

A. Course Description:

Advanced art courses are designed to give the student an in-depth understanding of the elements and principles of artistic creation in several media. Students will work on developing the skills using the tools and techniques of each medium and will broaden their experience in appreciating the art of others.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Develop an in-depth understanding of the elements and principles common to many forms of artistic expression and creation.
2. Gain refined skills in techniques for various media and use of tools within each medium.
3. Appreciate skills, techniques and artistic expression in their own work and that of others.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

1a. Define in writing and illustrate by example in works of art the plastic elements of design: line, shape, texture, color and form.

1b. Demonstrate in completed art projects the plastic elements of design.

1c. Define and illustrate by example in works of art the basic principles of design:

- a. Balance, unity and composition
- b. Repetition, rhythm and harmony
- c. Emphasis, dominance and subordinance
- d. Direction, movement and transition
- e. Perspective

1d. Demonstrate in completed art projects the basic principles of design.

2a. Complete a selected or assigned project in three of the following areas during each semester:

- a. Fabric arts (stichery, tie-dye, batik)
- b. Enameling
- c. Drawing
- d. Watercolor
- e. Printmaking
- f. Ceramics
- g. Calligraphy
- h. Painting
- i. Leather working
- j. Sculpture
- k. Weaving (fibre arts)

2b. Identify by name and example the techniques used in each project.

2c. Demonstrate appropriate techniques in the use of tools in each medium selected and used.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

2d. Supplement his/her portfolio with completed projects.

3a. Identify the plastic elements of design and the principles of design in given works of art viewed.

3b. Critique his/her own work and that of others based on standards discussed with teacher.

3c. Respond to given works of art by stating opinion of its beauty and worth and by supporting his/her opinion with specific references to portions of the work being viewed.

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

E. Evaluation Activity (At least one evaluation activity for each P.I.)

To be developed

NOTE: This course is broken down into two planned course statements--one in art and one in music. The student will take both one-semester courses to fulfill the full year course requirement.

ADAK PLANNED COURSE STATEMENT

Course Title: CULTURAL FOUNDATIONS - ART

Areas of Study: Art-Music

Length of Course: 1 semester

No. of Credits: ½ per semester

Prerequisites: None

Check One: Required X

Suggested Grade Level: 9

Elective ______

A. Course Description:

This course is designed to give students a basic understanding of the elements and principles common to all artistic creation. This process is developed through the design of two- and three-dimensional presentations using the elements and principles. Major topics may include drawing, painting, sculpture, ceramics, jewelry, printmaking and textiles. This class is graded "Pass" or "Fail."

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Develop a basic understanding of the elements and principles common to all artistic creation.
2. Gain skill through experiences of art techniques, materials and tools.
3. Appreciate the art of others through a variety of experiences.

*4. (Dist. 1.E.1) Perform or create in a medium of choice.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

1a. Describe in writing and demonstrate through projects the basic elements of design: line, shape, texture, color and form.

1b. Describe in writing and demonstrate through projects the basic principles of design:

- a. Balance, unity, composition
- b. Repetition, rhythm, harmony
- c. Emphasis, dominance, subordinance
- d. Direction, movement, transition
- e. Perspective

2a. Complete a project in five of the following areas:

- a. Stitchery, tie-dye, batik, etc.
- b. Enameling
- c. Drawing
- d. Watercolor
- e. Printmaking
- f. Ceramics
- g. Lettering
- h. Painting
- i. Sculpture
- j. Weaving and fibre arts
- k. Jewelry making

2b. Assemble a portfolio of completed projects.

3a. Express orally or in writing a personal opinion about the beauty and worth of a given art object, or photograph of an art object, and will support the opinion with specific references to some portion of the art work.

3b. Identify the medium and techniques used to produce a work of art, given and art object or photograph of one.

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
1. Assigned and chosen projects	Appropriate materials and equipment in each of the project areas
2. Follow studio procedures	
3. Observation and critique	
4. Demonstrations and techniques	
5. Field trips	
6. Audio-visual materials	
7. Examinations	
8. Reading texts	

E. Evaluation Activity: (At least one evaluation activity for each Performance Indicator.)

To be developed

NOTE: This course is broken down into two planned course statements--one in art and one in music. The student will take both one-semester courses to fulfill the full year course requirement.

ADAK PLANNED COURSE STATEMENT

Course Title: CULTURAL FOUNDATIONS - MUSIC Areas of Study: Art-Music

Length of Course: 1 semester No. of Credits: ½ per semester

Prerequisites: None Check One: Required X

Suggested Grade Level: 9 Elective ______

A. Course Description:

This course is designed to provide an opportunity for students to participate in courses in the elective area on an introductory basis. It is intended to lay a foundation for the increased opportunities students will have in the elective areas of instruction in music. This class is graded "Pass" or "Fail."

In this course, exposure and exploration of various fields of music are emphasized. Music fundamentals, rhythms, composition, listening, singing, instruments and music history are presented.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Know that physical, emotional and aesthetic benefits may be experienced in music by listening, performing, composing and exploring.

*2. (Dist. 1.E.1) Perform or create in a medium of choice (e.g., composing, singing, playing an instrument, creating an instrument or creating a notational system).

3. Distinguish between high and low pitches by listening and reading.

4. Know that pitch is indicated by letter names and is represented on the grand staff by symbols placed on the lines and/or spaces.

5. Understand the symbols which designate the relative duration of sounds and silences.

6. Know the common terminology of music and is able to analyze written or aural music (e.g., notation, dynamics, tempo, moods, structure and style).

7. Know that vocal timbre is classified as soprano, alto, tenor and bass, and is able to recognize part singing in music (e.g., rounds, descants, SA, SSA, SAB and SATB).

B. Course Goals

8. Classify types of music by their component sound sources from listening (e.g., wind, string, vocal electronic, percussion).

9. Know that music is a reflection of culture.

10. Know the role music plays in the community (e.g., concerts, chuch choir, rock festivals, weddings, television, movies and musical).

11. Know that career opportunities exist in music.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

1a. State his/her feelings and preferences by responding to written statements about the various sections of the music when given listening selections in which there are contrasting sections.

2a. Demonstrate basic skills for musical expression in one or more of the indicated areas.

2b. Play, record, or write one musical idea of at least four measures, given an instrument of choice.

3a. State which is higher and which is lower when given aurally two or more tones.

3b. Given a notated melody, state which notes are high and which are lower in comparison.

4a. Identify each note by its correct letter name in the bass and treble clefs when given a notated melody.

5a. Identify by sight whole, half, quarter, eight and sixteenth notes when given notes in notated form.

5b. Count properly the following rest values: whole, half, quarter and eighth rest.

5c. Count the note and rest values contained within a given copy of notated music.

6a. Define the symbols and/or interpret their meaning when given notated melodies containing one or more musical symbol(s) and/or abbreviations.

6b. Identify those which represent a given type of rhythm within a given series of notated rhythm patterns.

6c. Define a given list of terms which describe various tempos.

6d. Identify the appropriate tempo for a given aural example of a song performed at different tempos.

6e. Identify the mood of a given descriptive music piece presented aurally.

7a. Identify vocal lines by name when given different aural voicings of choral music.

7b. Identify each performance to type and grouping when given aural performances of boys' and girls' voices singing in like and mixed groups as well as individually.

8a. Identify basic solo, orchestral and band instruments by individual name and family groups when listening to various types of music.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

9a. Describe the cultural setting (where, when and for what purpose the music was written) after listening to music from various times and places.

10a. Attend or participate in a community event in which music plays a part, and will describe orally or in writing the kind of music played, the function of the music and the audience of the event.

11a. Identify, based on classroom presentations, at least five jobs or careers by name, which could be based on interests and skills in music (e.g., performance, composition, publication, recording, education, church music, musicology, construction and repair of instruments and music therapy).

11b. Identify, based on classroom presentations, at least three avocational roles that music could play in the student's adult life (e.g., non-professional performance, listening enjoyment, activities with children, etc.).

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D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
As described in performance indicators.	
Jug bands could be used to introduce students to reading music.	

E. Evaluation Activity: (At least one evaluation activity for each Performance Indicator.)

To be developed

ADAK PLANNED COURSE STATEMENT

Course Title: GERMAN I

Areas of Study: Foreign Language

Length of Course: One year

No. of Credits: 1

Prerequisites: None

Check One: Required ____

Elective X

Suggested Grade Level: 9-10

A. Course Description:

Students will learn to speak, read and write simple German. Emphasis will be on pronunciation, building vocabulary and ability to converse. In addition to grammar, learning will be supplemented with magazines, songs, films and activities to enhance the student's understanding of German life.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Know the alphabet and produce the sounds of German.
2. Count from 1 to 100.
3. Distinguish between polite and familiar forms and know proper usage of each.
4. Tell and express time in the German manner.
5. Know the question words and form simple questions with them.
6. Know common adjectives and adverbs.
7. Form simple sentences making subject/verb agreement.
8. Understand the concept of gender and know the genders of nouns used commonly in the classroom.
9. Use definite and indefinite articles correctly.
10. Know the pronouns and possessive pronouns and substitute them for nouns in correct cases.
11. Form simple sentences: article, noun, verb, adjective, direct object.

B. Course Goals

12. Conjugate strong and weak verbs.
13. Know the function of accusative case.
14. Form command sentences in familiar and polite forms.
15. Form plurals of nouns.
16. Form simple sentences in transposed word order.
17. Know conjuction and form compound sentences.
18. Know and apply the basic spelling rules.
19. Know use of dative case and form sentences with indirect objects.
20. Know prepositions governing accusative and dative cases.
21. Know prepositions whose cases are determined by usage and determine, given examples, which case such a preposition should take.
22. Know the modal auxiliaries and their functions.
23. Understand function of a genitive case.
24. Form and da- and wo- compounds of prepositions.
25. Form sentences with modal auxiliary and delayed infinitive.
26. Know meaning and function of the der and ein words.
27. Form simple past tense of strong and weak verbs.
28. Know past tense of verbs haben and sein.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

ADAK PLANNED COURSE STATEMENT

Course Title: GERMAN II
Areas of Study: Foreign Language
Length of Course: One year
No. of Credits: 1
Prerequisites: German I
Check One: Required ____
Suggested Grade Level: 11-12
Elective X

A. Course Description:

German II continues emphasis on speaking, building vocabulary and reading comprehension. The materials used include interesting information about German history, culture, geography and economics. Knowledge of grammar will be expanded. Films about Germans will increase the student's understanding of the people whose language they are learning.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Understand how the inseparable and separable prefixes change the meaning of root verbs.
2. Know the principle parts of verbs with prefixes.
3. Form past tense of modal auxiliaries.
4. Form perfect tenses of strong and weak verbs.
5. Form past perfect tense of verbs.
6. Know when to use haben or sein for auxiliary verb.
7. Know meaning of werden in future tense.
8. Form sentences in future tense.
9. Form positive, comparative and superlatives of adjectives.
10. Form comparisons of equality and inequality.
11. Know case endings of der and ein words.

GERMAN II (Continued)

B. Course Goals

12. Know the strong and weak declension of adjectives.
13. Form ordinal numbers.
14. Transpose word order of perfect tense sentences.
15. Know the subordinating conjunctions.
16. Form sentences with subordinate clauses.
17. Use question words to form subordinate clauses.
18. Use relative pronouns to combine sentences.
19. Use *wo-* compounds in place of relative pronouns.
20. Understand the use of the reflexive *sich* with some verbs.
21. Distinguish between the three words for *when*.
22. Construct sentences in double infinitive form: perfect tense of modal with infinitive.
23. Transpose word order of double infinitive sentences.
24. Understand the difference between active and passive sentences.
25. Form passive sentences in all tenses.
26. Understand the function of subjunctive I.
27. Put verbs into subjunctive I form.
28. Understand the function of subjunctive II.
29. Form conditional sentences and indirect quotations in subjunctive II.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

ADAK PLANNED COURSE STATEMENT

Course Title: SPANISH I

Areas of Study: Foreign Language

Length of Course: One year

No. of Credits: 1

Prerequisites: None

Check One: Required ____ Elective X

Suggested Grade Level: 9-10

A. Course Description:

The student will learn the basic conversational patterns with emphasis on proper pronunciation and intonation. Listening and speaking exercises will be emphasized, whereas reading and writing will be minimized the first few weeks. Tapes will be used for listening, speaking, and some reading exercises in addition to the classroom drills. Cultural materials which create a better understanding and an appreciation of the customs of the Spanish-speaking world will be an integral part of the course.

B. Course Goals: (Indicate ADAK goals with an *.)

1. The student is able to conjugate regular ar, er and ir verbs in the present tense.

2. The student is able to conjugate irregular ar, er and ir verbs in the present tense.

   a. ar verbs (ie): apretar, cerrar, empezar, pensar
      er verbs (ie): querer, entender
      ir verbs (ie): preferir, sentir

   b. ar verbs (ue): almorzar, costar, encontrar, jugar, recordar

3. The student is able to conjugate the irregular verbs ser and estar in the present tense.

4. The student is able to choose correctly between the two verbs ser and estar, both of which correspond to to be.

   a. estar - location of something or someone

   b. ser - 1. link two noun phrases
      2. link a noun phrase and adverbial expressions that indicate source or destination
      3. refer to time and place of events

   c. estar and ser both refer to either objects or events

B. Course Goals

5. The student will be able to conjugate the following irregular verbs in the present tense:
    a. dar
    b. saber, ver, hacer, conocer, reconocer, poner, traer, tener
    c. ir, salir, oir, venir
6. The student knows the subject pronouns
    a. subject-verb pronoun agreement
    b. use of subject pronouns - clarity and emphasis
7. The student knows pronouns used as objects of prepositions.
8. The student will know the definite and indefinite articles and their gender and special uses.
    a. days of the week
    b. titles of people
    c. parts of the body
    d. contractions del and al
9. The student knows an adjective agrees in gender and number.
    a. formation of plural endings
    b. position of descriptive adjectives
    c. demonstrative adjectives (including neuter form)
10. The student knows the use of personal a and its exceptions.
11. The student knows how to form the possessive in Spanish with the preposition de.
12. The student knows the suffixes ito and isimo and the rules for attachment to a word.
13. The student knows the following simple and compound prepositions:
    a. a, con, de, durante, en, para, por, sin
    b. delante de, detrás de, después de, anter de
14. The student knows the difference between alli and hay.
15. The student knows the use of question words, their placement and agreement.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

SPANISH I (Continued)

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

ADAK PLANNED COURSE STATEMENT

Course Title: SPANISH II

Areas of Study: Foreign Language

Length of Course: One year

No. of Credits: 1

Prerequisites: Spanish I

Check One: Required ______

Suggested Grade Level: 11-12

Elective X

A. Course Description:

This level will continue the emphasis of improving and reinforcing the conversational skills of Level I. More emphasis will be placed on sentence structure and on reading skills than in Spanish I. Writing will be limited to exercises contained in the workbook and in the text. There will be an increased emphasis on stimulating original conversations based on learned material. The culture and the history of the Spanish-speaking peoples will be contained through conversation, reading, lectures, films and filmstrips.

B. Course Goals: (Indicate ADAK goals with an *.)

1. The student is able to conjugate stem alternation of er and ir verbs.
    - a. er verbs (ue): llover, poder, volver
    - b. ir verbs (ue): dormir
2. The student is able to use the ir a + infinitive to express future.
3. The student knows the indirect object pronoun.
    - a. placement
    - b. noun redundancy (A Miguel le duele la cabeza)
    - c. used in service (or disservice)
    - d. usage with special verbs: encantar, gustar, parecer, pasar, faltar, apretar

B. Course Goals

4. The student knows the present perfect tense (haber + ado or ido)

    a. conjugation of haber

    b. endings for er and ir verbs...ado, ido

    c. seven irregular past participles

    d. acabar de + the infinitive

5. The student knows that some past participles are also used as adjectives and must show number and gender agreement.

6. The student knows limiting adjectives and their usual position with the noun they modify.

    a. numbers

    b. quantifiers

    c. possessive adjectives

    d. those which drop the final o before the masculine singular noun

    e. shortened form of grande before any singular nouns.

7. The student is able to distinguish the differences in meaning of conocer and saber.

8. The student is able to conjugate stem alternation of ir verbs (e - ie): pedir, seguir, repetir, servir

9. The student is able to conjugate the irregular verb decir.

10. The student knows how to form the present progressive, both regular and irregular present participles and the three helping verbs: seguir, estar and andar.

11. The student knows how to form negative sentences with correct placement of the negative words.

12. The student knows the gender and number agreement of short and long form of possessive adjectives.

13. The student knows the direct object pronouns:

    a. third person gender agreement

    b. indirect vs. direct object pronouns and position

14. The student is able to use the infinitive as the object of a preposition.

B. Course Goals

15. The student knows the generic use of the definite article.

16. The student knows the reflexive pronouns and their position in the sentence - reflexive vs. indirect object and service-disservice verbs.

17. The student knows the nominalization of noun phrases.

18. The student knows the regular and irregular comparatives and their usage.

19. The student is able to use infinitives as verb complements: *a*, *de*, *que* follow 13 Spanish verbs before an infinitive.

20. The student knows how to form adverbs from adjectives by adding *mente*.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

SPANISH II (Continued)

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

ADAK PLANNED COURSE STATEMENT

Course Title: FRENCH I

Areas of Study: Foreign Languages

Length of Course: One year

No. of Credits: 1

Prerequisites: None

Check One: Required ____ Elective X

Suggested Grade Level: 9-10

A. Course Description:

The student will learn the basic conversational patterns with emphasis on proper pronunciation and intonation. Listening and speaking exercises will be emphasized, whereas reading and writing will be minimized the first few weeks. Tapes will be used for listening, speaking and some reading exercises in addition to the classroom drill. Cultural materials which create a better understanding and an appreciation of the French-speaking world will be an integral part of the course.

B. Course Goals: (Indicate ADAK goals with an *.)

1. The student is able to conjugate regular er, ir and re verbs, including verbs with sound change in the stem (emmener, acheter).
2. The student knows être, avoir, faire, aller and how to use them correctly.
3. The student is able to use the futur proche.
4. The student is able to utilize the definite and indefinite article, both singular and plural.
5. The student is able to formulate negative sentences using: ne...pas, ne...jamais, ne...plus, ne...rien.
6. The student is able to formulate questions, both written and oral.
7. The student is able to make affirmative and negative commands: formal, informal and suggestion.
8. The student is able to form the contractions with de and a, both singular and plural.
9. The student is able to express possession by the use of de.

B. Course Goals

10. The student knows how to use regular adjectives, and those with sound changes, with singular and plural nouns and their proper placement.

11. The student is able to identify and use count and mass nouns, including use of negative de.

12. The student is able to use correctly the direct object pronoun.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

ADAK PLANNED COURSE STATEMENT

Course Title: FRENCH II
Areas of Study: Foreign Language
Length of Course: One year
No. of Credits: 1
Prerequisites: French I
Check One: Required ____
Suggested Grade Level: 11-12
Elective X

A. Course Description:

This level will continue the emphasis of improving and reinforcing the conversational skills of Level I. More emphasis will be placed on sentence structure and on reading skills than in French I. Writing will be limited to exercises contained in the workbook and in the text. There will be an increased emphasis on stimulating original conversations based on learned material. The culture and the history of the French-speaking peoples will be examined through conversation, reading, lectures, films, and filmstrips.

B. Course Goals: (Indicate ADAK goals with an *.)

1. The student is able to conjugate irregular ir verbs and the verbs: lire, écrire, décrire, dire, pouvoir, vouloir, venir, revenir, prendre, comprendre, apprendre, attendre, descendre, entendre, répondre.
2. The student is able to use sound change adjectives and agreements.
3. The student knows the names of some countries in the language and nouns of nationality and names of the languages used.
4. The student is able to use venir de + infinitive.
5. The student is able to use the passé composé with avoir or être and its agreement.
6. The student is able to use possessive adjectives with agreements.
7. The student knows adjectives which are placed before the noun and their agreements and changes.
8. The student is able to use the indirect object pronouns and direct object pronouns and pronouns y and en and their proper placement.
9. The student is able to use demonstrative adjectives.

B. Course Goals

10. The student is able to use the affirmative response oui.
11. The student knows how to use expressions of quantity.
12. The student is able to use the independent pronouns.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

FRENCH II (Continued)

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

ADAK PLANNED COURSE STATEMENT

Course Title: RUSSIAN I
Areas of Stud[illegible]: Foreign Language
Length of Course: One year
No. of Credits: 1
Prerequisites: None
Check One: Required ____
Suggested Grade Level: 9-10
Elective X

A. Course Description:

The student will learn to speak, read and write simple Russian. Emphasis will be on pronunciation, building vocabulary and ability to converse. In addition to grammar, the class will be supplemented with magazines, songs, films and activities to enhance the student's understanding of Soviet life.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Know alphabet and can produce the sounds of Russian.
2. Be able to count from 1 to 100.
3. Distinguish between polite and familiar forms and know proper usage of each.
4. Tell and express time in Russian, and also days, months, seasons.
5. Know the question words and can form simple questions with them.
6. Know common adjectives and adverbs.
7. Form simple sentences making subject-verb agreement.
8. Understand the concept of gender and know the genders of nouns used commonly in the classroom.
9. Use proper greetings.
10. Know the pronouns and possessive pronouns and can substitute them for nouns in correct cases.
11. Form simple sentences: Noun, verb, adjective, direct object.

B. Course Goals

12. Conjugate first and second conjugation verbs.
13. Know the function of accusative and prepositional cases.
14. Form command sentences in familiar and polite forms.
15. Form plurals of nouns.
16. Use the idiomatic "have" in Russian.
17. Know conjunction and can form compound sentences.
18. Know and apply the basic spelling rules.
19. Know use of dative case and can form sentences with indirect objects.
20. Know prepositions governing accusative, dative and prepositional.
21. Know prepositions whose cases are determined by usage and can determine, given examples, which case such a preposition should take.
22. Use impersonal sentences.
23. Understand function of a genitive case.
24. Form simple past tense of regular and irregular verbs.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

ADAK PLANNED COURSE STATEMENT

Course Title: RUSSIAN II
Areas of Study: Foreign Language
Length of Course: One year
No. of Credits: 1
Prerequisites: Russian I
Check One: Required ____
Suggested Grade Level: 11-12
Elective x

A. Course Description:

Russian II continues emphasis on speaking, building vocabulary and reading comprehension. The materials used include interesting information about Russian history, culture, geography and economics. Knowledge of grammar will be expanded. Films about Russians will increase the student's understanding of the people whose language he/she is learning. The Soviet political structure will be explored as well as communism, its effects and the attitude of the Soviets toward it.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Understand how the prefixes change the meaning of root verbs.
2. Know the principle parts of verbs with prefixes.
3. Form perfective and imperfective forms.
4. Form determinate and indeterminate verbs.
5. Use verbs of traveling.
6. Know when to use the instrumental case.
7. Know meaning of bud' it in future tense
8. Form sentences in future tense, perfective and imperfective forms.
9. Form positive, comparative and superlatives of adjectives.
10. Form comparisons of equality and inequality.
11. Know case endings masculine, feminine and neuter nouns.
12. Know the hard and soft declension of adjectives.

B. Course Goals

13. Be able to form ordinal numbers.

14. Know the subordinating conjunctions.

15. Form sentences with subordinate clauses.

16. Use question words to form subordinate clauses.

17. Use relative pronouns to combine sentences.

18. Understand the use of the reflexive with some verbs.

19. Distinguish between the words implying motion and position.

20. Form passive sentences in all tenses.

21. Understand the difference between active and passive sentences.

22. Understand the function of the subjunctive.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

RUSSIAN II (Continued)

D. **Student Learning Activities:** (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed

ADAK PLANNED COURSE STATEMENT

Course Title: TEACHER AIDE

Areas of Study: Other

Length of Course: 1 semester

No. of Credits: ½

Prerequisites: Consent of teacher

Check One: Required ____

Elective X

Suggested Grade Level: 10-12

A. Course Description:

The teacher aide will assist the teacher in a mutually agreed-upon manner.

B. Course Goals: (Indicate ADAK goals with an *.)

The teacher aide will:

1. Provide assistance in the assembling of materials, record keeping and student management.
2. File, collate and assist in clerical work as is deemed necessary.
3. Assist in instructional management as specified.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

ADAK PLANNED COURSE STATEMENT

Course Title: LIBRARY AIDE

Areas of Study: Other

Length of Course: 1 semester

No. of Credits: ½

Prerequisites: English I

Check One: Required ____

Suggested Grade Level: 10-12

Elective X

A. Course Description:

The library aide will assist the librarian in a mutually agreed upon manner.

B. Course Goals: (Indicate ADAK goals with an *.)

The library aide will:

1. Assist in ordering, cataloging, shelving and book and equipment check-out/check-in.
2. Conduct routine maintenance on media equipment.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

ADAK PLANNED COURSE STATEMENT

Course Title: OFFICE AIDE

Areas of Study: Other

Length of Course: 1 semester

No. of Credits: ½

Prerequisites: Consent of Counselor

Check One: Required ____

Elective X

Suggested Grade Level: 10-12

A. Course Description:

The office aide will assist the office staff in a mutually agreed upon manner.

B. Course Goals: (Indicate ADAK goals with an *.)

The office aide will:

1. Provide assistance in the assembling of materials and recordkeeping.
2. File, collate and assist in clerical work as is deemed necessary.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

ADAK PLANNED COURSE STATEMENT

Course Title: CAFETERIA AIDE

Areas of Study: Other

Length of Course: 1 semester

No. of Credits: ½

Prerequisites: Consent of Counselor

Check One: Required ____ Elective X

Suggested Grade Level: 10-12

A. Course Description:

The cafeteria aide will assist the cafeteria staff in a mutually agreed upon manner.

B. Course Goals: (Indicate ADAK goals with an *.)

The cafeteria aide will:

1. Provide assistance to the cafeteria staff in the preparation and serving of food.
2. Assist the cafeteria staff in cleanup.

CAFETERIA AIDE (Continued)

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

ADAK PLANNED COURSE STATEMENT

Course Title:	YEARBOOK	Areas of Study:	English
Length of Course:	One year	No. of Credits:	1
Prerequisites:	Consent of teacher	Check One: Required	
Suggested Grade Level:	7-12	Elective	X

A. Course Description:

The purpose of this course is to edit and produce the school yearbook. The students are given formal instruction in skills fundamental to yearbook production.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Compile and edit the contents of the school yearbook.
2. Describe, order, and take part in the financial arrangements necessary to yearbook production.
3. Demonstrate a working knowledge of camera and darkroom techniques necessary to yearbook production.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

ADAK PLANNED COURSE STATEMENT

Course Title: CO-OPERATIVE WORK EXPERIENCE

Areas of Study: Other

Length of Course: 1 semester

No. of Credits: variable

Prerequisites: Completion of at least 15 credits

Check One: Required ____

Suggested Grade Level: 10-12

Elective X

A. Course Description:

This course permits students to get on-the-job training and high school credit at the same time. Students who are placed in job training sites in the community and who complete the activities outlined below either in a contract class or independently will earn one additional credit per semester for each 225 hours of job experience.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Understand his/her own capabilities, skills and interests and their relationship to tentative career choices.
2. Locate job opportunities and establish criteria by which to evaluate job opportunities.
3. Apply and interview for jobs.
4. Demonstrate minimum employability.
5. Have entry level job skills for a job of his/her to obtain those skills.
6. Plan and make decisions about personal financial matters.
7. Develop recordkeeping skills for personal use.
8. Understand various kinds of taxes and his/her role as a taxpayer.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

1a. Identify orally three personal interest areas, based on a standard job interest identification instrument (such as Job-O or Kuder Vocational Interest Profile), and for each interest area, will identify three jobs in which he/she would be interested.

1b. Identify his/her aptitudes and abilities in consultation with a staff member and identify orally job cluster appropriate to his/her skills and abilities.

2a. Identify orally three jobs for which he/she will be qualified upon graduation from high school and for each one, will identify orally entry level wage, fringe benefits, working conditions, training opportunities, advancement opportunities and related lifestyle expectations.

2b. Identify orally three sources to locate information about job opportunities.

3a. Prepare a letter of application and a resumé for a job interview adequately in a real or simulated setting.

3b. Complete a job interview adequately in a real or simulated setting.

4a. Present evidence (e.g., time sheets signed by an employer or products resulting from job) of successfully holding an income-producing job.

5a. Describe orally the entry level skills needed for a job of his/her choice and appropriate methods of obtaining those skills.

6a. Construct a monthly budget including amounts for housing, food, recreation, insurance and savings when given a hypothetical monthly income.

6b. Identify orally three or more payroll deductions by function and will identify take-home pay as spendable income when given a simulated paycheck stub.

7a. Maintain records of hours worked, pay received and other documents related to employment to the teacher's satisfaction.

8a. Based on the student's employment, correctly prepare federal and state income tax returns.

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

CO-OPERATIVE WORK EXPERIENCE (Continued)

E. Evaluation Activity: (At least one evaluation activity for each Performance Indicator.)

To be developed

ADAK REGION SCHOOLS

7th & 8th Grade Courses

REQUIRED COURSES:

Language Arts
Mathematics
Science
Social Studies
Physical Education
Survey of Vocational Studies
Life Guidance

ELECTIVE COURSES:

Art
Chorus
Beginning Band
Industrial Arts
Home Economics I
Yearbook

ADAK PLANNED COURSE STATEMENT

Course Title:	LANGUAGE ARTS	Areas of Study:	English
Length of Course:	One year	No. of Credits:	
Prerequisites:	None	Check One: Required	X
Suggested Grade Level:	7	Elective	

A. Course Description:

Course emphasis will be on reading, writing and spelling in that order of importance. Also covered will be the following areas: literature, speaking and drama, grammar, vocabulary and handwriting. The library and community resources will be used to supplement texts and classroom materials wherever needed. As many varied and multi-media classroom materials as possible will be utilized, such as filmstrips, cassette tapes, movies, museum kits, video-tapes, etc.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Comprehend printed material needed to achieve in his/her educational, vocational, social and personal interests.
2. Write two or more connected paragraphs.
3. Show a basic proficiency in spelling.
4. Figure out by context or word part clues to new words.
5. Develop handwriting that is acceptable to the teacher, in terms of accuracy, utility and readability.
6. Recognize and use basic grammar, avoiding the following common errors: run-on sentences, sentence fragments, non-agreement and dangling modifiers.
7. Read a literary text literally and subjectively.
8. Present himself/herself effectively as a speaker in front of a group.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

1a. Comprehend the author's main idea.

1b. Understand the subordinate ideas.

1c. Order events, ideas or time sequentially.

1d. Draw relationships from material read.

1e. Comprehend the meaning of selected words.

1f. Draw inferences from material read.

2a. Write a single paragraph in which the topic sentence is supported by the other sentences.

2b. Proofread his/her own work and rewrite it omitting major spelling and grammar errors.

3a. Distinguish between 40 common homonyms with 80% accuracy.

3b. Keep a vocabulary notebook of new words he/she can spell.

4a. Define 25 basic prefixes used.

4b. Define new word combinations using prefixes.

5a. Form letters conforming to the traditional script method.

6a. Write a single paragraph avoiding any of these grammatical errors.

7a. Recognize the simple forms of poetry (ballad, limerick, etc.).

7b. Answer the five W's in a short story (what, where, who, when, why).

7c. Identify several examples of fables and legends.

8a. Give five speeches in front of the class on prepared topics.

8b. Participate in plays and choral readings.

LANGUAGE ARTS--7th grade (Continued)

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

E. Evaluation Activity: (At least one evaluation activity for each Performance Indicator.)

To be developed

ADAK PLANNED COURSE STATEMENT

Course Title: LANGUAGE ARTS

Areas of Study: English

Length of Course: One year

No. of Credits: ____

Prerequisites: None

Check One: Required X

Elective ____

Suggested Grade Level: 8

A. Course Description:

Course emphasis will be on reading, writing and speaking in that order of importance. Also covered will be the following areas: spelling, literature, grammar, vocabulary and handwriting. The library and community resources will be used to supplement texts and classroom materials wherever possible, as will such multi-media materials such as filmstrips, cassette tapes, movies, museums, kits and exhibits, video-tapes, etc.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Comprehend printed material needed to achieve in his/her educational, vocational, social and personal interest.
2. Write two or more connected paragraphs.
3. Demonstrate a basic proficiency in spelling.
4. Learn to chair a meeting effectively; learn to give an effective oral presentation.
5. Analyze a literary work.
6. Use the basics of English grammar.
7. Develop handwriting that is acceptable to the teacher in terms of accuracy, utility and readability.
8. Take notes, outline and build a paper from the outline.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

1a. Comprehend the author's main idea.

1b. Understand the subordinate ideas.

1c. Order events, time or ideas in sequence.

1d. Draw relationships from material read.

1e. Comprehend the meaning of selected words.

1f. Draw inferences from material read.

2a. Use an appropriate topic sentence for each paragraph.

2b. Use appropriate transitions between paragraphs.

2c. Use supporting details to support the topic sentence.

2d. Write DIRECTIONS.

2e. Write REPORTS.

3a. Out of 100 words selected by teacher, spell 80% accurately.

3b. Keep a spelling workbook.

4a. Chair a meeting.

4b. Give five speeches.

5a. Define and give examples of basic literary terms: plot, characters, setting, atmosphere, fiction, nonfiction.

5b. Distinguish between biography and autobiography.

5c. Define and select a myth, tall tale and fable.

6a. Identify the parts of speech of the English language.

6b. Write sentences using tense and pronoun agreement in paragraph writing.

7a. Use legible handwriting in completing all written work.

8a. Outline a speech or topic in a book.

8b. Take notes from a five minute oral presentation by the teacher.

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

E. Evaluation Activity: (At least one evaluation activity for each Performance Indicator.)

To be developed

ADAK PLANNED COURSE STATEMENT

Course Title: MATHEMATICS

Areas of Study: Mathematics

Length of Course: One year

No. of Credits: 1

Prerequisites: None

Check One: Required X*

Suggested Grade Level: 7

Elective

*Unless competencies have been acquired.

A. Course Description:

This course is designed to help students acquire the mathematics competencies required for high school graduation.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

*1. (Dist. 1.C) Use basic mathematical processes at a level which permits successful performance in all six life roles.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

*1a. (Dist. 1.C.1)

a. Recite the basic facts of whole numbers.

b. Add, subtract, multiply and divide whole numbers.

c. Read whole numbers through billions.

d. Round whole numbers.

e. Order whole numbers.

f. Recite place value through billions.

g. Evaluate exponents.

h. Place commas when working with whole numbers.

i. Add, subtract, multiply and divide fractions.

j. Add, subtract, multiply and divide mixed numerals where the whole number is less than 100 and the denominator is a composite number less than 100.

k. Change improper fractions to mixed numerals and vice versa.

l. Recognize equivalent fractions.

m. Add, subtract, multiply and divide decimal fractions.

n. Read decimal fractions.

o. Recite place value for decimal fractions.

p. Order decimal fractions.

q. Round decimal fractions.

r. Change common fractions to decimal fractions and vice versa.

s. List common uses for percents.

t. Solve percentage problems.

u. Change percents to common fractions and decimal fractions and vice versa.

v. Solve ratio and proportion problems.

w. Solve percent problems dealing with simple interest, compound interest, discount, commission, down payments, increases and decreases which do not require finding the base.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

*1b. (Dist. 1.C.2) Estimate mentally answers within 15 percent accuracy to math problems involving two or more operations.

*1c. (Dist. 1.C.3) Given a solid object, measure the dimensions in both English and metric measures.

*1d. (Dist. 1.C.4) Given a set of basic geometric shapes and objects, recognize the shapes and objects and calculate their perimeters, areas and volumes. The student will:

  a. Identify the following: square, triangle, rectangle, circle, parallelogram, sphere, cube.

  b. Find the perimeter of polygons.

  c. Find the area of a square, rectangle, triangle, parallelogram, circle.

  d. Find the volume of a rectangular prism.

1e. a. Use linear measurements such as meter, centimeter and kilometer.

  b. Use liquid measurements such as liter, cubic centimeter and milliliter.

  c. Use measurements of mass such as kilogram and gram.

  d. Use measurements of volume such as cubic meter and cubic centimeter.

  e. Use measurements of time such as second, minute, hour, day, week, month, year.

  f. Solve basic operations with denominate numbers (e.g., numbers with unit value: 2 years, 4 kilograms).

  g. Use measurements of area such as square meter, square centimeter and square kilometer.

  h. Use a protractor and compass.

  i. Use a ruler.

  j. Recite common equivalences within a system.

*1f. (Dist. 1.C.5) Interpret, read and construct the four basic types of graphs: bar, line, circle, pictograph.

*1g. (Dist. 1.C.6) Solve a given mathematics word problem involving math operations through percentage.

*1h. (Dist. 1.C.7) Accurately perform mathematics operations through percentage on an electronic calculator.

*1j. (Dist. 1.C.8) Identify in writing five common uses of computers.

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

E. Evaluation Activity: (At least one evaluation activity for each Performance Indicator.)

To be developed

ADAK PLANNED COURSE STATEMENT

Course Title: MATHEMATICS

Areas of Study: Mathematics

Length of Course: One year

No. of Credits: 1

Prerequisites: None

Check One: Required X*

Suggested Grade Level: 8

Elective

*Unless competencies have been acquired.

A. Course Description:

This course is designed to help students acquire the mathematics competencies required for high school graduation.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

*1. (Dist. 1.C) Use basic mathematical processes at a level which permits successful performance in all six life roles.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

*1a. (Dist. 1.C.1)

- a. Recite the basic facts of whole numbers.
- b. Add, subtract, multiply and divide whole numbers.
- c. Read whole numbers through billions.
- d. Round whole numbers.
- e. Order whole numbers.
- f. Recite place value through billions.
- g. Evaluate exponents.
- h. Place commas when working with whole numbers.
- i. Add, subtract, multiply and divide fractions.
- j. Add, subtract, multiply and divide mixed numerals where the whole number is less than 100 and the denominator is a composite number less than 100.
- k. Change improper fractions to mixed numerals and vice versa.
- l. Recognize equivalent fractions.
- m. Add, subtract, multiply and divide decimal fractions.
- n. Read decimal fractions.
- o. Recite place value for decimal fractions.
- p. Order decimal fractions.
- q. Round decimal fractions.
- r. Change common fractions to decimal fractions and vice versa.
- s. List common uses for percents.
- t. Solve percentage problems.
- u. Change percents to common fractions and decimal fractions and vice versa.
- v. Solve ratio and proportion problems.
- w. Solve percent problems dealing with simple interest, compound interest, discount, commission, down payments, increases and decreases which do not require finding the base.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

*1b. (Dist. 1.C.2) Estimate mentally answers within 15 percent accuracy to math problems involving two or more operations.

*1c. (Dist. 1.C.3) Given a solid object, measure the dimensions in both English and metric measures.

*1d. (Dist. 1.C.4) Given a set of basic geometric shapes and objects, recognize the shapes and objects and calculate their perimeters, areas and volumes. The student will:

  a. Identify the following: square, triangle, rectangle, circle, parallelogram, sphere, cube.

  b. Find the perimeter of polygons.

  c. Find the area of a square, rectangle, triangle, parallelogram, circle.

  d. Find the volume of a rectangular prism.

1e. a. Use linear measurement such as meter, centimeter and kilometer.

  b. Use liquid measurements such as liter, cubic centimeter and milliliter.

  c. Use measurements of mass such as kilogram and gram.

  d. Use measurements of volume such as cubic meter and cubic centimeter.

  e. Use measurements of time such as second, minute, hour, day, week, month, year.

  f. Solve basic operations with denominate numbers (e.g., numbers with unit value: 2 years, 4 kilograms).

  g. Use measurements of area such as square meter, square centimeter and square kilometer.

  h. Use a protractor and compass.

  i. Use a ruler.

  j. Recite common equivalences within a system.

*1f. (Dist. 1.C.5) Interpret, read and construct the four basic types of graphs: bar, line, circle, pictograph.

*1g. (Dist. 1.C.6) Solve a given mathematics word problem involving math operations through percents.

*1h. (Dist. 1.C.7) Accurately perform mathematics operations through percentage on an electronic calculator.

*1j. (Dist. 1.C.8) Identify in writing five common uses of computers.

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

E. Evaluation Activity: (At least one evaluation activity for each Performance Indicator.)

To be developed

ADAK PLANNED COURSE STATEMENT

Course Title: GENERAL SCIENCE

Areas of Study: Life Science

Length of Course: One year

No. of Credits: ______

Prerequisites: None

Check One: Required X

Elective ______

Suggested Grade Level: 7

A. Course Description:

The rapid pace of discoveries in our modern world plus the fact that the science disciplines and their applications are in the news around us every day have had a tremendous impact on our culture. The purpose of this course is to have the student become familiar with the world in which he/she lives and the way that the science disciplines affect their lives every day.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Know the vocabulary of science.
2. Use the scientific method in generating possible solutions to problems.
3. Conduct experiments using good scientific work habits.
4. Identify plant structures and understand the process of photosynthesis.
5. Identify and explain the functions of the systems of the human body.
6. Understand scientific processes operating within his/her immediate environment.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

1a. Use correct scientific terminology in communicating information.

2a. Collect data, interpret and deduce relationships, and express conclusions.

3a. Conduct experiments using good work habits and appropriate equipment.

3b. Record the results of experiments conducted in a correct form.

4a. Define "photosynthesis."

4b. Draw and label a variety of plant structures.

4c. Identify the function of the structures labeled in 4b.

5a. Draw and label the major systems of the human body.

5b. Identify the functions of each system labeled in 5a.

6a. Identify by name and explain the operation of two or more scientific processes studied in class that the student has observed in operation in his/her immediate environment.

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D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
1a1. Oral reports	Resource material
2a1. Collect information on ecological problems in community and generate possible solutions using scientific method.	Field trips
Others to be developed	

ADAK PLANNED COURSE STATEMENT

Course Title: GENERAL SCIENCE

Areas of Study: Physical Science

Length of Course: One year

No. of Credits:

Prerequisites: None

Check One: Required X

Elective

Suggested Grade Level: 8

A. **Course Description:**

Topics in this course will include astronomy, understanding the forms and sources of energy, atomic theory, force and motion and use of chemistry equipment including microburners. The student will use metric measuring equipment to determine and record length, weight and volume in metric measurement terms.

B. **Course Goals:** (Indicate ADAK goals with an *.)

The student will:

1. Select and use appropriate instruments and units for measuring identifiable, scientifically-defined properties.
2. Select and use appropriate scientific terminology in communicating information.
3. Use the scientific methods in generating potential solutions to problems.
4. Understand the nature of matter and some of the laws governing its behavior under varying conditions.
5. Understand the forms and sources of energy.
6. Understand the composition of the universe.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

1a. Select the appropriate instrument to complete a measuring assignment.

1b. Complete the measuring assignment.

1c. Record the measurements correctly.

2a. Use correct terminology to identify and describe scientific instruments, concepts and events.

3a. Generate a potential solution to a problem using the scientific method.

4a. Describe the nature of matter.

4b. Describe the behavior of matter under varying conditions.

5a. Identify by name some forms of energy.

5b. Identify the source(s) of each form of energy identified in 5a.

6a. Describe the composition of the universe.

6b. Describe two or more laws governing the behavior of various objects in the universe.

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
The student will:	
1a1, 1b1, 1c1. Measure length, volume and weight using metric instruments and terms.	Metric measuring instruments
2a1. Give an oral report on a science-related topic.	Resource material
3a1. Select and identify a problem, collect data, write solutions	
Others to be developed	

E. Evaluation Activity: (At least one evaluation activity for each Performance Indicator.)

To be developed

ADAK PLANNED COURSE STATEMENT

Course Title: SOCIAL STUDIES

Areas of Study: Social Studies

Length of Course: One year

No. of Credits:

Prerequisites: None

Check One: Required X

Elective

Suggested Grade Level: 7

A. Course Description:

This course involves a program of developing those understandings and attitudes that make the student an intelligent and productive participant in the study of our Western Civilization from the Middle Ages up to and including the American Civil War.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Understand the operative structure of our national, state and local government.
2. Understand and accept the duties of a citizen toward local, state and national government.
3. Develop interest in relevant current events.
4. Develop an understanding of early economic problems and other reasons for the westward movement.
5. Understand and take part in the observing of special state and national holidays and events.
6. Understand and accept standards of democratic behavior.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

SOCIAL STUDIES--7th grade (Continued)

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

SOCIAL STUDIES--7th grade (Continued)

E. Evaluation Activity: (At least one evaluation activity for each Performance Indicator.)

1ala.	Daily classwork (workbook, quizzes, participation)	25%
2ala.	Tests (Bi-weekly)	50%
3ala.	Individual projects (research papers, crafts)	25%

ADAK PLANNED COURSE STATEMENT

Course Title: SOCIAL STUDIES

Areas of Study: Social Studies

Length of Course: One year

No. of Credits:

Prerequisites: None

Check One: Required X

Elective

Suggested Grade Level: 8

A. Course Description:

This course involves a program of developing those attitudes and understandings that help the student become an intelligent and productive participant in the study of United States History from the Civil War up to and including World War II.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Develop the knowledge and the background of explorers, the cause and effect to the final separation from European influence and the struggle to form an acceptable government.
2. Understand the organization, duties and power of local, state and national governments.
3. Increase geographical knowledge by the using of maps, globes and vocabulary of the Western Hemisphere.
4. Understand the effect of the discovery of natural resources on national economy.
5. Understand the effect of compulsory education and the awareness of vocational potential on national development.
6. Understand the social and economic role of the United States in developing the Western Hemishpere, and in becoming a world power.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

E. Evaluation Activity: (At least one evaluation activity for each Performance Indicator.)

Individual rating is based upon:

Daily class participation
Presentation and completion of workbooks
Tests
Individual projects

ADAK PLANNED COURSE STATEMENT

Course Title: SURVEY OF VOCATIONAL STUDIES Areas of Study: Exploratory Typing

Length of Course: ½ semester (9 weeks) No. of Credits: ______

Prerequisites: None Check One: Required X

Suggested Grade Level: 7-8 Elective ______

A. Course Description:

Exploratory Typing is designed to present skills and knowledge needed to operate the typewriter by touch.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Demonstrate correct posture, hand position at the machine, key stroking and operation of all typewriter mechanisms.
2. Demonstrate ability to type by the touch method.
3. Recognize and identify all typewriter mechanisms.
4. Demonstrate ability to center material vertically and horizontally on paper.
5. Demonstrate ability to type a short personal business letter, address an envelope, fold and insert the letter into the envelope.

   and/or

6. Demonstrate ability to compose sentences/paragraphs at the typewriter in rough form and then retype those sentences/paragraphs using the format for short reports.
7. Demonstrate the ability to find and correct all typing mistakes.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

To be developed

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

E. Evaluation Activity: (At least one evaluation activity for each Performance Indicator.)

To be developed

ADAK PLANNED COURSE STATEMENT

Course Title: SURVEY OF VOCATIONAL STUDIES Areas of Study: Industrial Arts

Length of Course: ½ semester (9 weeks) No. of Credits: ______

Prerequisites: None Check One: Required x

Suggested Grade Level: 7-8 Elective ______

A. Course Description:

The shop survey program is designed to give students an opportunity to participate in woodworking and drafting on an introductory basis. Students will explore some of the learning experiences available and develop basic skills fundamentals to these programs.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Use basic drafting techniques.
2. Know and be able to apply measurement skills and techniques.
3. Apply basic woodworking skills.
4. Apply rules for safety as they pertain to various shop areas.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

1a. Draw an orthographic and isometric drawing of a relatively basic geometrical object.

2a. Measure accurately to within 1/16" the dimensions of a solid object.

3a. Complete a teacher-specified project in wood.

4a. Verbally or in writing show a satisfactory amount of safety precautions to use or operate when given the name of a machine and a list of five hand tools.

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
The student will:	
1a1. Practice doing actual drawing in class. Geometric objects will be used and discussed.	Drafting tools, Text, Geometric shapes
2a1. Practice using measuring tools after a teacher lecture.	Measuring tools Teacher
3a1. Practice using proper tools and techniques after a teacher demonstration of proper procedures for use of woods and tools and a textbook study of instruction of techniques.	Wood shop and tools Lectures Text
4a1. Have lists of safety rules and will practice safety in shop areas after a teacher lecture on safety.	Text Lectures Everyday practice

E. Evaluation Activity: (At least one evaluation activity for each Performance Indicator.)

1ala. Teacher will watch over and grade drawings throughout drafting sections of course.

2ala. Student will use measuring instruments routinely throughout class. Test in proper use will be given by teacher.

3ala. Completed projects will be graded by teacher.

4ala. Safe practices in shop will be watched by the teacher. Also, safety tests will be given and graded by teacher.

ADAK PLANNED COURSE STATEMENT

Course Title: SURVEY OF VOCATIONAL STUDIES Areas of Study: Home Economics

Length of Course: ½ semester (9 weeks) No. of Credits: ______

Prerequisites: None Check One: Required X

Suggested Grade Level: 7-8 Elective ______

A. Course Description:

This course introduces the student to the sewing room and equipment and to the food room and equipment. Each student will construct a simple sewing project, demonstrate use of kitchen equipment, read recipes and prepare food.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Safely and efficiently use the equipment for sewing.
2. Understand vocabulary related to sewing.
3. Complete a project using the following skills: seams, hand stitching, cutting, stitching, construction pressing.
4. Practice correct safety and sanitary measures in the kitchen.
5. Read and use recipes.
6. Complete a food preparation using appropriate skills.
7. Work as a team member to constructively carry out an assigned task.

C. **Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)**

The student will:

1a. Demonstrate, to the teacher's satisfaction, safe practices in the use of: sewing machine, measuring tools, pressing equipment, cutting tools, ripping tools.

2a. Explain, to the teacher's satisfaction, the meaning of: pattern, fabric, seam, grain, preshrink.

3a. Select and complete a garment using correct sewing skills.

4a. Follow teacher-stated and discussed practices (washing hands, dishwashing, food storage and cleanup).

5a. Define terms and abbreviations in recipes.

6a. Measure ingredients using a recipe.

6b. Describe methods of preparation using a recipe.

6c. Demonstrate, to the teacher's satisfaction, appropriate skills for stirring, mixing, beating, baking and cut-in.

7a. Demonstrate work organization and cooperation when working with others in the lab, to the teacher's satisfaction.

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
To be developed	

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E. Evaluation Activity: (At least one evaluation activity for each Performance Indicator.)

To be developed

ADAK PLANNED COURSE STATEMENT

Course Title: LIFE GUIDANCE
Areas of Study: Guidance
Length of Course: ½ semester (9 weeks)
No. of Credits: ¼
Prerequisites: None
Check One: Required X
Suggested Grade Level: 7-8
Elective

A. Course Description:

This course of study is related to career interest development and personal growth and development for the junior high student. Topics will include: general career choices, knowing one's self and one's own skills and career interests, developing skills in getting along with others, identification of values in one's own life and dealing with the values of others as well as developing study skills.

B. Course Goals: (Indicate ADAK goals with an *.)

The student will:

1. Identify appropriate career choices based on the student's interest.
2. Know where to find materials and resources about careers.
3. Understand and practice some of the interpersonal skills for successful and productive relationships with adults and peers.
4. Understand how the values of an individual affect behavior.
5. Identify own values and those of others.
6. Identify good study habits; incorporate good study habits into his/her life style.

C. Student Performance Indicators -- one or more for each identified Course Goal: (Indicate ADAK Performance Indicators with an *.)

The student will:

1a. Identify three or more appropriate career choices, based on data obtained from taking and receiving interpretation of the Kuder General Interest Survey.

2a. Identify by name, location and brief description of contents the following materials about careers: Encyclopedia of Careers, Dictionary of Occupational Titles, Occupational Outlook Handbook, Career World Magazine, SRA career profile series filmstrips, VIEW microfiche series and related materials.

2b. For each career identified in 1a, using the above materials, identify entry level wages, training and advancement opportunities and occupational outlook for the future of the career.

3a. Identify alternative methods of conflict resolution in a role-playing situation involving an interpersonal conflict.

4a. Describe behavior which might result from a particular value, given the name or a description of the value.

5a. Identify in writing some factors influencing his/her own values.

6a. Identify weaknesses in own study habits.

6b. Write a plan for improving those weaknesses and a way to check progress being made.

6c. Evaluate personal progress toward meeting self-set study habit improvement goals.

D. Student Learning Activities: (At least two Learning Activities for each Performance Indicator.)

Description of Activity	Resources Needed
The student will:	
1a1. Take Kuder General Interest Survey--score results.	Kuder General Interest Survey
1a2. Receive group interpretation of scores; have opportunity for individual counseling and interpretation.	
2a1. View SRA career filmstrip series related to results of Kuder.	
2b1. Utilize each of the materials in a teacher-made worksheet on career information.	
3a1. View the personality development filmstrips and summarize the main points in writing.	
4a1. Participate in class and group activities in determining own values.	
4a2. Compare results of valuing activities with others to see similarities and differences.	
5a1. Participate in valuing activities.	
6a1, 6b1, 6c1. Participate in class activities in identifying good study habits.	